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PRESIDENT'S VIEWPOINT

Educating with Care

Sometimes it seems to me that facts are so clear, they really *can* speak for themselves. Just listen:

► Six out of 10 American women with children under the age of six are employed outside the home.

► Over half of mothers with children less than a year old are in the labor force.

► Two out of every three working women are either their families' sole providers or married to men who earn less than $15,000 a year.

► One-fifth of mothers of preschool children either aren't working at all or aren't working as much as they'd like, because they can't find good, affordable child care. Lack of child care is the major reason women on welfare don't have jobs.

► In 1986, our country spent $264 billion on education for children over six years of age, but only about $1 billion for educating younger children.

► Every dollar invested in quality preschool programs saves nearly $5 in later costs for special and remedial education, welfare, and criminal justice.

The message of these facts is clear: major social and economic changes have created a desperate need for child care. For the sake of our nation's children, our nation's families, and our nation's future, we must ensure that high-quality child care and early childhood education are accessible to all families who need them.

Affordable, developmentally appropriate child care is important to working Americans of every socioeconomic status. For low-income and

Joe Di Dio

NEA President
Mary Hatwood Futrell

poor families, it's critical. And it's the best hope for the millions of children who are born at risk of finding no decent place in our society.

The research evidence is conclusive: kindergarten and first grade are too late to rescue children who are denied crucial developmental and nurturing experiences in their first years of life.

But child care in America remains largely unavailable, unaffordable, and with few quality controls. The present structure ensures that the children who most need high-quality, developmentally appropriate care are the least likely to receive it.

Head Start, the successful federal preschool program for poor children, has never been adequately funded. Today, it serves only 16 percent of those eligible.

Our Association believes that high-quality child care and early childhood education programs are a critical component of educational excellence. We are convinced that only when children have equal opportunity at the start will they have equal opportunity to finish—and to succeed.

We know from experience that a high-quality program is staffed by certified personnel and trained support staff. But that—and many other aspects of excellent child care—costs money. Because we believe the federal government plays a central role in ensuring equity for all Americans, NEA supports using federal resources to ensure that low-income families have access to high-quality child care.

The new session of Congress will consider a wide range of child care and early childhood education measures. For a discussion of NEA's position on some that are already under consideration, turn to page 27 of this issue of *NEA Today*.

We don't advocate replacing the many public and private, profit and nonprofit, secular and religious child care programs that already exist. Our diverse society has room for many kinds of child care arrangements. But we do insist on the need for a national program designed to serve the best interests of our children and our nation.

TRENDS

Kids' Favorite Presidents

Who was the best president ever? That's the essay contest question *Scholastic Search* magazine put to students last fall.

Abraham Lincoln came in first place with 18 percent of the essay writers' votes. JFK was a strong second with 15 percent. Other top finishers: FDR (14 percent), Teddy Roosevelt (9 percent), and George Washington (9 percent).

Abuse Education

Programs designed to help preschoolers understand sexual abuse and deal with adult advances don't work, says a research team at the University of California at Berkeley.

Interviews with preschoolers before and after they participated in child abuse programs showed that children under age six are too young to comprehend the "good touch" and "bad touch" concept. Although the youngsters absorbed the idea of "stranger danger," 90 percent of sexual abuse of children is not committed by strangers.

Brain Drain Solution

The problem: too many of Nevada's best and brightest were leaving the state when they went to college. The solution: scholarships for valedictorians.

With a million-dollar endowment from a local casino owner, the University of Nevada at Las Vegas offered every valedictorian of every high school in the state a four-year scholarship to the school. In the four years since the program began, 101 students have taken up the offer and enrolled at UNLV.

More Men Coach Women's Sports

The good news: as women's sports have increased in popularity, coaching women's teams has become more prestigious and higher paying. The bad news: men are getting the higher paying jobs.

In 1972, 90 percent of all women's college athletic teams were coached by women; in 1988, that figure dropped to less than 50 percent. The reasons Brooklyn College researchers cite: competitive salaries, a lack of qualified women, and the "old boys" hiring network.

Too Many Sugar Pops

Despite national trends toward healthier eating habits, TV commercials continue to sell kids on the same junk food they've been promoting for years. A new study says 71 percent of Saturday morning commercials push food items, and 80 percent of the products plugged are of "low nutritional value."

The proportion of all ads that are devoted to high-sugar cereals has more than doubled, rising from 5 percent to over 12 percent of total commercial time. It just goes to show that, unfortunately, nothing is too sweet for our kids.

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NATIONAL NEWS

Joe Di Dio

Joe Di Dio

BUSH Opens Dialogue On Education

Exit the budget-cutting ax of the Reagan years. Enter a new President, a new secretary of education, and a new willingness to talk and even listen.

"Education will be on my desk and on my mind right from the start every day."

So pledged George Bush at the opening event of his inaugural celebration, a Washington, D.C., forum on education attended by more than 250 teachers, most of them NEA members.

The forum left the NEA members feeling cautiously optimistic about education's prospects in the new Bush Administration.

"George Bush," says Betty Kraemer, an elementary school teacher and vice-president of the New Jersey Education Association, "has started off on the right foot. He said, 'I really do care about education, give me an opportunity to show it'—and I think we should."

California Teacher of the Year and NEA member Genlane Gee was pleased Bush invited teachers to be part of his first few days on the job. "I'm encouraged as a teacher because the President has acknowledged the important role we play."

"He has opened the door with a grand gesture," says New Jersey history and social studies teacher Fred Gower. "That gives us all a bit of enthusiasm."

President Bush has in the past taken positions opposed by educators on education issues like vouchers and tuition tax credits.

"His idea of the federal responsibility to help improve education is also more limited than we would like to see," adds NEA lobbyist Mike Edwards. "But at least we have a dialogue beginning. Dialogue isn't the solution to the problems we face, but it's a good first step."

From the evidence of the past few months, both President Bush and his secretary of education, Lauro Cavazos, do seem genuinely eager to open up the lines of communications with the men and women who work in the nation's public schools.

Cavazos, for instance, met with NEA President Mary Hatwood Futrell even before the inauguration and discussed a wide range of mutual concerns.

Will this Bush Administration willingness to meet and speak directly with the men and women on education's frontlines translate into better federal support for the nation's schools?

That question will start to be answered this spring as Congress considers the Bush Administration's budget requests for education.

Eight years ago, the Reagan Administration entered office and almost immediately called for deep cuts in federal aid to education. Grassroots lobbying by NEA members helped defeat many of those cuts.

In his February 9 budget message to Congress, President Bush didn't propose any cutbacks—or any significant increases either. At the January forum, Bush had told educators that a "budgetary crunch" would make it difficult to increase federal funding for education.

Secretary Cavazos echoed that same note a few weeks later in testimony before the Senate Labor Committee.

The "read my lips—no new funding" message made Linda Somo, a counselor and English teacher at Kino Junior High School in Mesa, Ariz., wonder. "I give credit to their words of support, but after eight years of watching the education budget being slashed, I want to wait and see what the Bush Administration will actually do."

Many members of Congress would clearly like to see a stronger commitment to increasing federal aid.

"With a new administration, perhaps we can fund education as if our future depends on it, because it does," notes Senate Labor Committee Chair Edward Kennedy (D-Mass.). "The road to a kinder, gentler nation begins at the schoolhouse."

—Anita Merina

News Beat

- San Francisco, Los Angeles, Memphis, and eight other communities will pilot a new approach to **training future teachers** in the public schools this year, with help from over $650,000 in Ford Foundation planning grants. In each community, the school system, teachers' association, and one or more colleges or universities have teamed up to develop clinical training programs—including internships in public schools—for prospective teachers.

- A majority of Americans say they would pay higher taxes to help solve the problem of **homelessness**, according to a new national poll. The telephone survey found wide agreement that homelessness is a serious problem and getting worse. Six in 10 Americans now say there are homeless people in their communities. One in three Americans believe it's the federal government's responsibility to prevent homelessness.

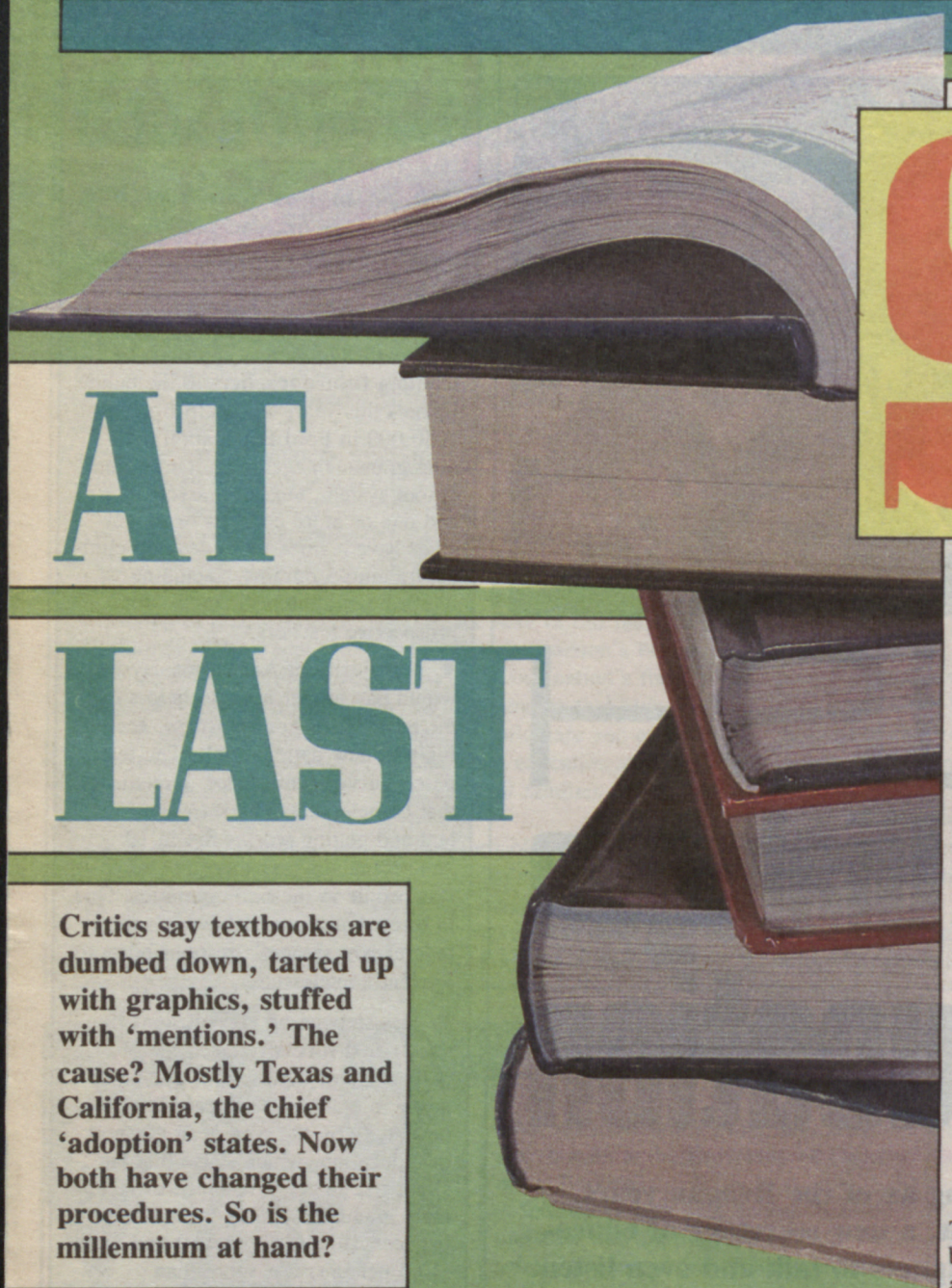
- Has stepped-up **recruitment by the armed forces** reduced the percentage of high school graduates going to college? Not according to a new study by the American Council on Education, which states that the slight rise in the percentage of recent male graduates joining the military between 1979 (8.6 percent) and 1986 (10.5 percent) was more than matched by an increase in those going on to college.

- The supply of **economically literate** high school students will not meet society's demand, according to a recent report that calls students' lack of knowledge about economics "shocking." The Joint Council on Economic Education survey showed that the majority of students can't define *gross national product*, *profits*, or *inflation*.

- All Americans are not equal when it comes to **health care**. New studies in the *Journal of the American Medical Association* show that Blacks in the U.S.—on average—receive less medical attention, are in poorer health, and have shorter life expectancies than whites.

"What we do not need is another round of school-bashing, another fireworks display, another search for a quick fix. What we do need is to get the entire community behind our schools."

—Jack MacAllister, Chairman and Chief Executive Officer, US West Inc.



Is There a DECENT TEXTBOOK In Your Future?

AT LAST

Critics say textbooks are dumbed down, tarted up with graphics, stuffed with 'mentions.' The cause? Mostly Texas and California, the chief 'adoption' states. Now both have changed their procedures. So is the millennium at hand?

Sure, the millennium's at hand: after all, this is 1989. But the year 2000 is probably closer than is any "millennium" in elementary and secondary school textbooks.

The need for a millennium—for reform—in textbooks came to a head in the early 1980s. Critics denounced the texts then in use as lacking in rigor and showing signs of self-censorship. Groups as different philosophically as the liberal People for the American Way and the conservative Council for Basic Education and Educational Excellence Network commissioned textbook critiques. Their conclusions were similar. Gilbert Sewall, who wrote up the Network's analysis of American history texts, put it this way:

> Many texts lack a lively writing style, a strong narrative line, and voice. Too often texts are overwhelmed by graphics in a misguided attempt to catch and hold the attention of television-addicted children and adolescents. . . . As a result of the efforts of various pressure groups, key elements. . .are watered down, distorted, or evaded entirely.

Reform began—appropriately—in Texas and California. Appropriately, because what Texas and California buy affects what the rest of the country gets. Texas and California spend almost 20 percent of the total spent on elementary and secondary textbooks nationwide, and they concentrate their expenditures on a handful of "adopted" texts.

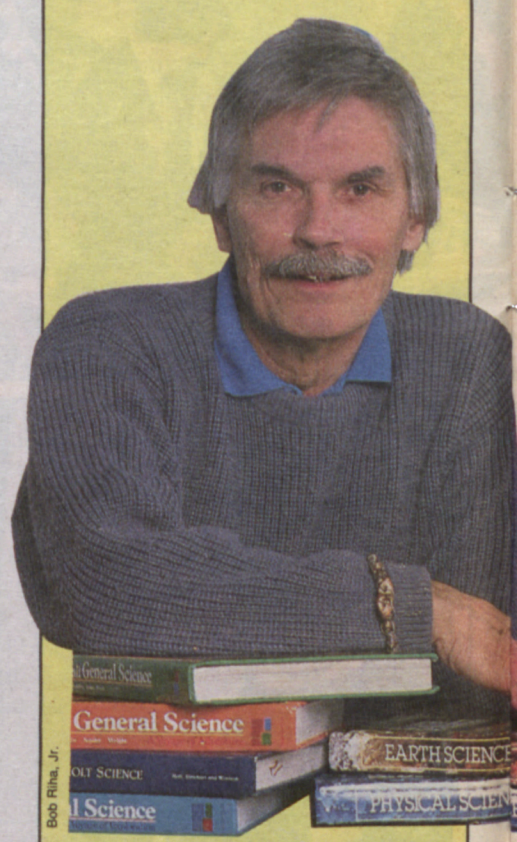
(The nation has 22 "adoption states"—most of them in the South and West—where the first cut on textbook decisions comes at the state level. These states will subsidize local districts' purchase of any of the dozen or so texts the state board chooses to "adopt" for each subject.)

The key reform in Texas—made in 1983 through the efforts of People for the American Way—was to open up the state adoption hearings to testimony favoring as well as criticizing textbooks up for adoption.

"Before 1983, right-wingers like Mel and Norma Gabler were manipulating the adoption process in Texas to censor textbooks," says Mike Hudson, Texas director of People for the American Way. "Citizens who liked the books couldn't respond to the Gablers' charges—of 'humanism' or anti-Americanism—because you had to have a complaint in order to be heard.

"Because the testimony was one-sided, the state board often did what the Gablers asked, knocking a dictionary off the list because it included a four-letter word and forcing publishers to make changes in content before their books would be put on the list.

"Since the hearings were opened up in 1983," Hudson notes proudly, "the Gablers and their allies haven't kept a single book off the list."



Bob Riha, Jr.

"We should be thinking not about textbook adoption but about information delivery. Which pieces—textbooks, laser disks, videos—are good for which kids?"

—Charles Koepke, one of three teacher members on California's state textbook commission.

In California, pressures from the right had had similar results. In 1972 the California board of education, yielding to demands from religious fundamentalists, approved a so-called "antidogmatism statement" as a guide to science teaching—and text selection. Evolution wasn't to be presented as "science," the statement said, but merely as one hypothesis about the origin and development of life on earth.

The result was textbooks that were "false, misleading, and evasive," according to California biologist and textbook critic William Bennetta. A big step toward reform in California was the rejection in 1985 of all the texts initially submitted for junior high science and math: the math texts weren't rigorous enough; the science texts, soft on evolution. But it wasn't until this year that the California board of education repealed the "antidogmatism statement."

Teachers in the other 48 states believe their own choices have been limited because of decisions made in the 1970s in California and Texas.

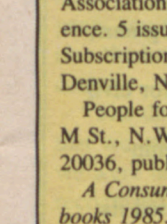
"Recently we had to choose between a brain-dead textbook, with no controversy and therefore no content, and one that didn't cover all the topics in the curriculum," says Beverly Ausfahl, Pueblo, Colo., social studies teacher.

COVER STORY

Colorado is not an adoption state.

Neither is Vermont. And at Burlington High School, teachers teaching the same course can pick their own texts. Still, says history teacher Jim Donoghue: "I know that because of the adoption states, we spend more time than we should looking for suitable texts. In fact, for most of our upper-level college prep courses, we've found the only way to get quality texts is to buy college books."

But Texas and California aren't the sole source of all the textbook problems. In *A Conspiracy of Good Intentions: America's Textbook Fiasco*, Harriet Tyson-Bernstein blames the thinning out and dumbing down of textbook content on the bureaucratic practice of alignment—of curriculum, textbooks, and tests—carried out in the name of accountability. Teachers know the sequence: bureaucrats define the skills; textbooks are adopted on the basis of how well they cover those skills; tests make sure every child knows each skill.



In theory, alignment should improve learning, Tyson-Bernstein says. But various departments of education "issue undisciplined lists of particulars that publishers must include in the textbooks." Hence the epidemic of "mentions"—topics introduced only to be dropped immediately, as in the science text (right) reproduced in *A Conspiracy of Good Intentions*. "The context necessary to make facts meaningful has been edited out to make room for still more facts," she concludes.

Who will break this self-defeating sequence? Not the publishers—at least not at their own initiative. Go to a publishers' meeting, and you'll hear the Great Textbook Cop-Out: "since good teachers always supplement the textbook, it doesn't matter that the book isn't perfect." This must be the argument used by the publisher of a 1987 U.S. government text to justify excluding any mention of *Roe v. Wade*, the 1973 Supreme Court decision on abortion.

Ausfahl

Textbooks that distort by omission or evasion or overemphasis deaden everybody's brain—students' and teachers' alike.

"Teachers must reclaim the right to act on what they know," argues Tyson-Bernstein, a former teacher and school board member. "When they operate in organizations that make sense—departmental or grade-level textbook selection groups—they'll become not only the most powerful but the most benign influence over textbooks."

—Nancy R. Needham

Textbook Critiques

A Conspiracy of Good Intentions: America's Textbook Fiasco. Harriet Tyson-Bernstein. 1988. Council for Basic Education. 725 15th St., N.W., Washington, DC 20005. $10 plus $3 p&h.

American History Textbooks: An Assessment of Quality. G. T. Sewall. 1987. $4. Educational Excellence Network, 1112 16th St., N.W., Suite 500, Washington, DC 20036.

Science Books & Films. American Association for the Advancement of Science. 5 issues per year, $32. SBF Subscription Services, P.O. Box 3000, Denville, NJ 07834.

People for the American Way, 2000 M St., N.W., #400, Washington, DC 20036, publishes the following:

A Consumer's Guide to Biology Textbooks 1985. 1985. $9.95.

Looking at History: A Major Review of U.S. History Textbooks. 1986. $10.95.

We The People: A Review of U.S. Government and Civics Textbooks. 1987. $9.95.

***Below, science and history as brought to you by "Saturday Night Live"? No, by two real but nameless textbooks from which Harriet Tyson-Bernstein reproduced these choice excerpts in* A Conspiracy of Good Intentions.**

Paragraphs from a 9th-grade science textbook

NUCLEIC ACIDS: New vocabulary: chromosome, nucleic acid, DNA, RNA, nucleotide.

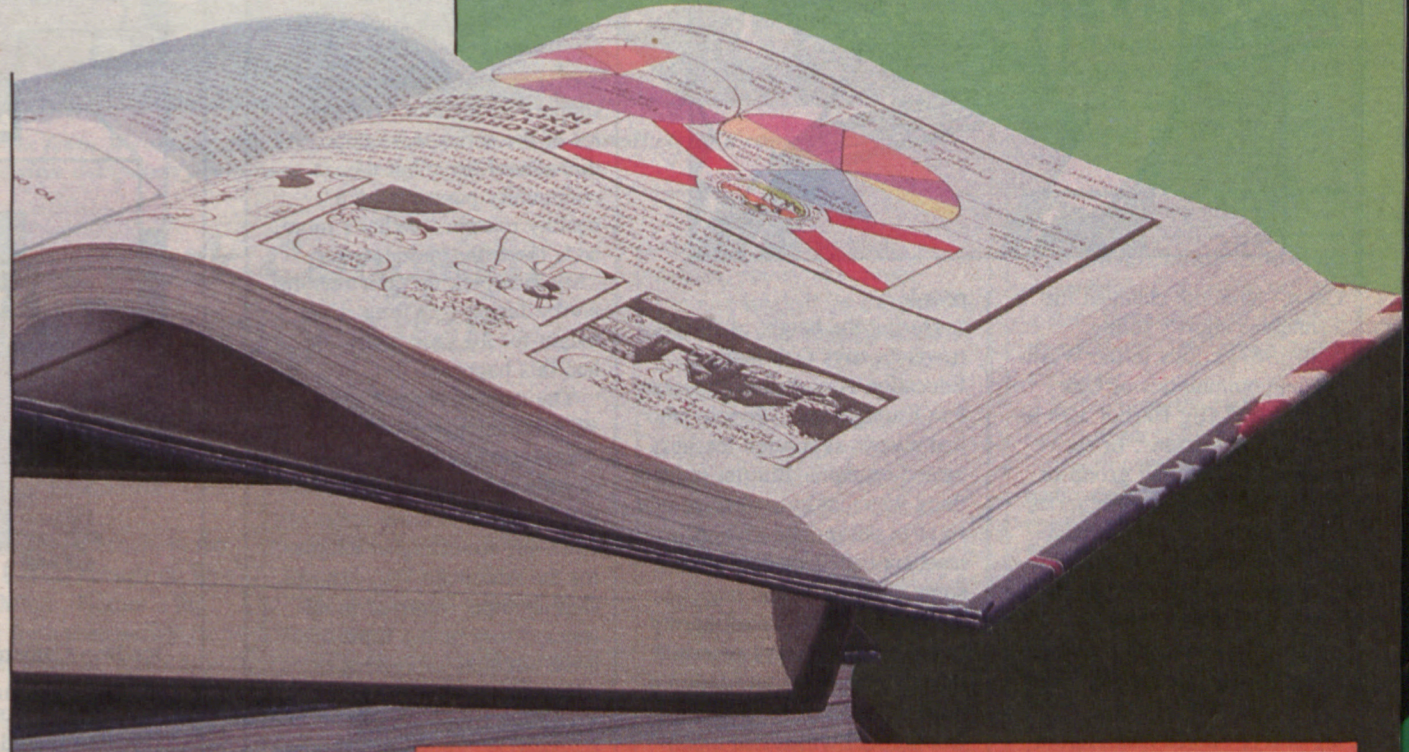
In the nucleus of a cell are threadlike strands called *chromosomes*, (KRO' -muh -somz). They are composed of proteins and *nucleic acids* (noo -KLAY' -ik). The proteins in nucleic acids make up two important chemicals, *DNA* and *RNA*. Nucleic acids are organic compounds that are made up of carbon, hydrogen, oxygen, nitrogen, and phosphorous.

DNA and RNA are not the only nucleic acids, but they do have special roles in the cell. RNA is involved in making proteins. DNA is involved in controlling the cell's activities. Both are involved in passing on characteristics from parents to offspring.

Each nucleic acid is made up of units called *nucleotides* (NOO' -klee -uh -tidz).

Paragraph from a world history textbook

A COMMON WORLD VIEW: The individuals in a civilization shared certain religious beliefs, moral values, and customs. These shared ideas and attitudes were the cultural glue that held society together. The particular values and preferences of a civilization are often revealed in its art and architecture. The art of Islamic civilization, for example, included little sculpture. European civilization has both stone and wood sculpture.



A Dime's Worth of Textbook Reforms

► Scale down the size of textbooks. (Sociologist Robert Nisbet suggests a two-pound maximum weight and five-by-eight-inch maximum size!)

► Rededicate textbooks to text: graphics should not replace or compete with text.

► Set minority group issues into historical context.

► Get newspapers and magazines to review textbooks.

► Hire textbook writers who can write engaging text for mass audiences.

► Don't issue detailed, skill-oriented bid specifications to publishers.

► Drop readability formulas and insistence on recent publication dates.

► Get rid of generic checklists.

► Give professors or teachers who actually do write textbooks the right to control subsequent editions.

► Press for more teacher control over textbook selection.

Sources: Gilbert T. Sewall, *American History Textbooks: An Assessment of Quality* (first three), and Harriet Tyson-Bernstein, *A Conspiracy of Good Intentions: America's Textbook Fiasco* (last five). Both recommend the middle two.

HUMAN RIGHTS

Book Censorship Splits Communities

A textbook controversy that arose—and was settled—in Tennessee nearly three years ago has turned up again—and been settled again—in Washington State.

In 1986, a Tennessee court ruled against fundamentalist Christian parents who alleged that *Impressions*, a Holt, Rinehart & Winston reading series, taught "secular humanism" as a religion. Two subsequent appeals of that decision—including one to the U.S. Supreme Court—have not changed the Tennessee court's ruling.

In 1987, critics in the Washington communities of Oak Harbor and Gig Harbor also assaulted *Impressions*. In each community, a small group of parents charged that the series encouraged rebellion against parents and promoted Eastern religions to the exclusion of Christianity. Parents also insisted that "scary" fairy tales taught witchcraft and sorcery.

"It's not the textbooks that are scary," notes Oak Harbor teacher Libby Eaton. "It's the reaction of some of the parents. This is a power struggle over control of the public schools."

Oak Harbor educators originally chose the textbook series with great care. Teachers and administrators on the Instructional Materials Committee evaluated 15 series before choosing *Impressions*. Its selections from popular children's classics, they concluded, would promote a love of reading and meet the needs of children with widely differing backgrounds.

Like all Washington districts, Oak Harbor has an academic freedom policy and specifies a citizen's complaint process. When members of four local churches became concerned about the series, they activated the complaint process—with vigor. The Instructional Materials Committee received 286 requests to reconsider the series as well as a petition, with 120 signatures, for removal of the series. It also received 178 letters and petitions with 498 signatures in support of the series.

Almost immediately, pro-public school parents rallied behind the teachers. But critics nominated three write-in candidates for the school board. Board meetings that usually attracted a dozen citizens were jammed with over 1,000 people.

During the height of the controversy, says Oak Harbor Education Association President Sue Karahalious: "People who had always supported teachers turned on them. But the saddest thing was that kids were caught right in the middle. When teachers called reading time, some children would cry."

After two months of stormy testimony, the board received the positive recommendation of the Instructional Materials Committee, which had examined all the arguments and reconsidered the series. Board members voted unanimously to keep *Impressions*.

In Oak Harbor, teachers are still working to reunite the community. Last April they conducted a community Literacy Day with guest speakers and writing and reading workshops. Librarian Glenda Merwine created a discussion group for parents and teens on contemporary novels. And the Washington Education Association, with a grant from NEA Human and Civil Rights, is developing a book entitled *What's Left After the Right?* to help teachers cope with censorship attempts and their aftermath.

A few months after the Oak Harbor controversy, some 70 citizens in Gig Harbor's Peninsula School District attacked *Impressions* with similar complaints. However, as Peninsula Education Association President Jim Falcocchio explains: "We learned from Oak Harbor what worked and didn't work. We had very strong community support throughout. The critics of the series were opposed to a school levy, but the community passed it by a healthy margin." What's more, adds the fifth grade teacher, "My kids pick up their reading books during free time. I've taught for 10 years and never had this happen."

The current Holt, Rinehart & Winston catalogue lists *Impressions* as supplementary reading rather than—as before—a basal reading series. In 1987-88, according to People for the American Way, censorship attempts occurred in 42 states. More than a third of these attempts succeeded in restricting or removing the books or programs they targeted.

—Melissa Etlin

Fighting Censorship: A Checklist

- ☐ Do you have an academic freedom clause in your contract or school board policy?
- ☐ Does your district have a policy for selecting instructional materials?
- ☐ Has your department or school developed written rationales for instructional materials? Are these accessible to the public?
- ☐ Does your board have a written policy on handling controversial issues and materials?
- ☐ Is a citizens' complaint process specified? If parents complain, are their children offered alternative assignments?
- ☐ Does your local Association or district maintain communications with different community groups?
- ☐ Is your local Association or district aware of community groups likely to initiate complaints about classroom materials?
- ☐ Are local Association leaders aware of local and national groups advocating academic freedom?

WASHINGTON WATCH

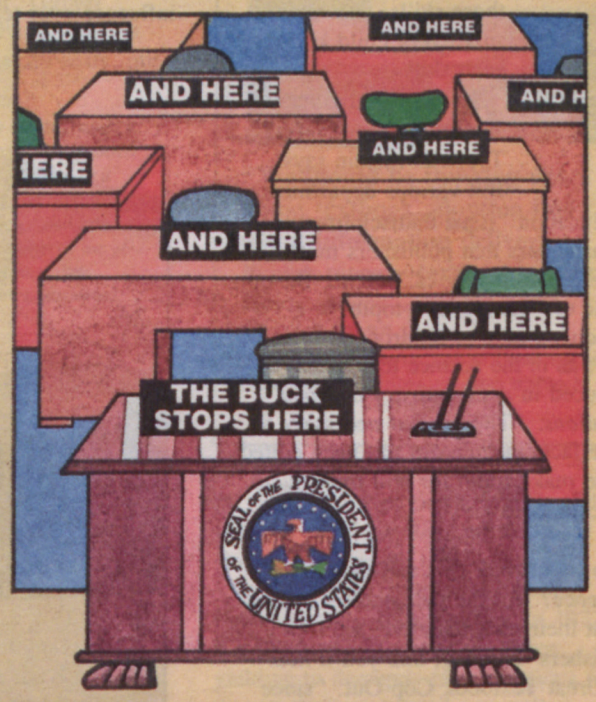
The People Behind The President

In the American political process, so much attention is focused on the leadership role of the President that people begin to think the President stands alone. After all, didn't Harry Truman say, "The buck stops here"?

Well, yes. But ever since the days of Andrew Jackson, another political maxim has assumed at least as much importance: "To the victor belong the spoils." In modern times, a new President's spoils include the ability to appoint people to approximately 3,000 jobs, including Cabinet posts.

The actions of federal agencies are a critical part of the lawmaking process. So NEA Intergovernmental Relations has been studying key Bush appointments from the start. Who's appointed where can give an indication of how legislation will be interpreted in the regulations for its enforcement. It also offers clues about the tone and relative importance that will be attached to certain issues.

Unquestionably, the appointment of Lauro Cavazos as U.S. Secretary of Education is a positive step. NEA President Mary Hatwood Futrell and Executive Director Don Cameron led a delegation that met with Secretary Cavazos before George Bush became President. The meeting covered a wide range of issues and revealed shared concerns on many of them, including dropout prevention, vocational education, bilingual education, adult literacy, and the problem of drug abuse.



Besides the Department of Education, a number of agencies have a profound impact on matters affecting education and education employees:

► The Department of Health and Human Services administers health policies and programs, as well as the Head Start program.

► The Department of Labor handles wage and safety regulations, employment and training programs, and labor-management relations.

► The Department of Justice is responsible for civil and human rights protection and enforcement.

► The Environmental Protection Agency administers health and safety programs and policies.

Since election day, NEA has publicly expressed its desire to work closely with the Bush Administration to find common solutions to common concerns. Early indications are positive. The Administration's approach to the issues on NEA's legislative agenda seems to be to welcome the suggestions of advocacy groups and to carry out—rather than undermine—the intentions of Congress in passing education legislation.

—Michael Pons, NEA Government Relations

Local Look

COLORADO

In Alamosa, Colo., the K-12 Alamosa Education Association and the NEA/Colorado Education Association student affiliate at nearby Adams State College have put together a program that pairs college students with K-12 teachers so they can observe the craft of teaching—and help out in the classroom.

The program—called the Alamosa-Adams State Adopt-a-Student-Local—is open to all Adams State students.

"Exposure to elementary and secondary classrooms helps college kids make sure that teaching is what they want—before the college has made a big investment in them," explains Claudette Fisher, AEA cochair of the program. "That's a plus with Adams State staff."

And some college administrators who initially were doubtful about working with a union changed their minds, Fisher notes, when they realized that the members of the Alamosa Education Association were the very same CEA members who support their programs in the state capital and in Washington, D.C.

NEW YORK

The Hammondsport Teach-ers Association has just signed a contract giving each of the district's 68 teachers a $3,140 raise for the 1989-90 school year and raising the starting salary to $21,000. Top salary in the two-building system will be $45,130.

Next year's raise means teachers with a master's degree and 30 hours will have seen their salaries rise by $10,320 in just three years.

"There are about 800 kids in the district, and we consistently have more state scholarship winners than any other system in the county," points out HTA President Jon McArthur. "But a couple of years ago the faculty here was also the lowest-paid in the county.

"The district recognized that we were worth more than we were being paid—and they recognized that in the next five years a lot of us would retire, and they'd have trouble replacing us.

"After all," notes McArthur, "two years ago the starting pay here was $13,500."

IN WYOMING, MICHIGAN

Deibridge Langdon

Students from Wyoming, Mich., public schools sport the products of a communitywide advertising campaign promoting the benefits of homework.

Homework Campaign Is Community Affair

"Getting to the core of homework is simple. . .if you take one bite at a time." That's Homer the Homework Worm's motto.

Created by teachers in the Grand Rapids suburb of Wyoming, Mich., Homer's the mascot for a community campaign to promote better student study skills and homework habits.

It all started five years ago with the creation of a Study Skills Committee, made up of Wyoming school district administrators and members of the Wyoming Education Association.

The committee's goal was "to sell student achievement and to teach our students how to learn," says second grade teacher and committee chair Sandy Lauritzen. The strategy: mount a full-blown advertising campaign.

With financial support from the district and area businesses, Homer the Homework Worm was plastered all over town. He appeared on billboards, brochures, activity books, bulletin boards, refrigerator magnets, and even "Homergrams"—notepads for two-way communication between parents and teachers.

Involving parents was key, so teachers stressed homework skills at fall open houses, sponsored parent training workshops throughout the year, and kept those cards and letters (and Homergrams) coming.

The campaign was a big success. Students' scores on basic skills tests went up. The Wyoming Board of Education approved a new districtwide homework policy written by teachers. And Wyoming Education Association members won an NEA A+ award for their creative approach to reform.

"Every year, the theme will change," says Lauritzen. "But the importance of learning how to learn never will."

So move over, Homer. Make room for this year's "Hit the Books" T-shirts, sweatsuits, and book bags.

ALABAMA

Daleville Education Associ-ation members in southeastern Alabama are delighted to see increases in their paychecks retroactive to October 1988.

When Daleville teachers first suspected something was wrong with the way a recent increase had been calculated, they alerted local leaders, who in turn contacted NEA Research. An analysis showed that the Daleville School District was computing teachers' pay raises at nearly 1 percentage point less than the 7.5 percent pay raise approved by a special session of the Alabama legislature.

"Even though it's not a huge amount, it's money we've earned," says DEA President Sylvia Ann Burch. "We're delighted the problem was corrected immediately and without confrontation."

The correction in the pay increase will mean about $149 a year to each of DEA's 100 members.

NEVADA

Each year, teachers in Washoe County spend 560 hours of their personal time on professional matters and $700 of their own money on classroom supplies. These statistics come from the district's 1,950 teachers themselves, in response to a recent Washoe County Teachers Association poll.

The $700 figure—up from $400 in 1984—means that the county's annual out-of-pocket teacher contribution is a whopping $1.5 million.

WCTA President Rick Milsap attributes the high out-of-pocket costs and inadequate funding to the fact that Nevada is one of the four states that has no business tax. To increase revenue in Washoe and other districts, the Nevada State Education Association—with a $50,000 boost from NEA—recently waged a massive campaign to initiate a state tax on corporate profits. As we go to press, a bill that would establish such a tax is pending in the state legislature. If approved, it would take effect in July 1989. Otherwise voters will decide the issue at the polls in 1990.

KENTUCKY

The Floyd County Education Association is rallying behind a state Department of Education takeover of Floyd County schools.

In January, the state superintendent of public instruction announced the takeover—citing, among other reasons, the school district's financial plight and its high rate of absenteeism.

In this unprecedented move, the state will send in representatives to oversee district finances and curriculum development. The school board and superintendent will maintain authority but the majority of control will rest with the state.

FCEA members are urging colleagues to cooperate, giving informative leaflets to parents, and emphasizing their own dedication with billboards, buttons, and stickers that declare, "We teach the children."

"We're telling the public we have no problem with the state coming in," says FCEA President Roberta Luxmore. "Trust has to be built up again among teachers, the school board, and the state, so that our children can get the best possible education."

Floyd County is in a poverty-stricken area in the Appalachian mountains of eastern Kentucky.

State Side

SOUTHEAST

Kindergarten teachers, long overshadowed in the scramble for school supply funding, got a boost in this year's education budget.

The state's special Educational Trust Fund allocated $1.1 million for kindergarten instructional supplies and added restrictive language, supported by the Alabama Education Association (AEA), to the budget.

The law now states that the appropriation can only be spent on kindergarten instructional materials and requires superintendents to sign notarized affidavits indicating that the funds went only for that purpose.

"We feel this legislation will make superintendents think twice before diverting funds meant for the classroom," says AEA President Garland Pounds.

WEST

"The chances for a collective bargaining bill are the best they've been in 15 years," says Ima Lee Wells, president of NEA-New Mexico.

New Mexico has no laws governing collective bargaining by state and local government employees, although such bargaining agreements have existed since 1963.

But recently the New Mexico Supreme Court ruled that state employees can bargain collectively.

"The ruling finishes off the argument the New Mexico attorney general has been making for the last two years: that no law means no bargaining," Wells explains.

MIDWEST

As part of an ongoing effort to bring salaries for Iowa community college faculty up to the national average, the Iowa State Education Association and the Iowa Association of Community College Trustees launched a joint multi-media campaign this winter.

"Through this campaign, we hope to point out the important role community colleges play in Iowa's economic development efforts," says ISEA President Ken Tilp. "This should help us obtain adequate funding for these institutions so they can continue to make this state attractive to new and existing businesses."

Print and TV ads featured testimonials from three business executives whose companies located in Iowa or expanded their operations there because of the educational opportunities available through Iowa's community college training programs.

MID-ATLANTIC

The North Carolina Association of Educators sent a resounding message to Gov. James Martin when NCAE voted overwhelmingly not to support the statewide expansion of the governor's Career Development program, a career ladder based on performance.

"The key to a career ladder plan is that the ladder rests on a foundation, namely the teacher's base salary," says NCAE President Karen Garr. "In North Carolina we have a shaky foundation. We are $3,000 below the national average and making no progress in improving that."

Local presidents voted instead to support a more equitable and competitive salary schedule, along with programs that emphasize decision making at the local school level.

NORTHEAST

This year has seen the Student Education Association of Maine (SEAM), founded in the fall of 1987 with help from the Maine Teachers Association, take off in both membership and activities. SEAM now has about 80 members in chapters at the University of Southern Maine (Gorham) and the University of Maine (Farmington).

"MTA helps us get speakers—on requirements and examinations for entering teaching, for example, or on what it's like to be a first-year teacher," says Chantelle Worthley, 1988-89 president of the Farmington chapter.

PACIFIC

"The next time somebody tells you Idaho schools aren't what they used to be, believe them." That's a member of the Idaho Education Association speaking, in an IEA TV spot that aired during this year's state legislative session.

Since 1984, IEA has developed its own TV and radio ads to garner support for education. The ads feature real teachers playing themselves.

This year, IEA's media campaign emphasized state Association priorities: a 4 percent teacher salary increase, maintenance of current operations, a $500,000 mentor teacher and administrator program, a $2 million program for 3- to 5-year-old handicapped children, and a $20 million school improvement project.

As *NEA Today* goes to press, IEA is hopeful. The governor's request for education funding wasn't far below IEA's goal, and both political parties in the state are claiming to be the "education party."

PUBLISHERS' PARADISE

Ten States Spent Half of Book Dollars

Only ten states spent $885 million or 54 percent of all the funds spent in 1987 on K-12 textbooks. Texas led all states, followed by California, New York, Illinois, and Pennsylvania. However, South Dakota led all states in per-pupil spending on texts. Next was New Jersey, then New Mexico, Arizona, North Dakota, and Rhode Island. States spent an average of $35.65 for textbooks in 1987.

Textbooks by State, 1987
(Thousands of Dollars)

	Est. Industry Sales	Percent of Total U.S. Sales	Estimated Expenditure Per Pupil for Textbooks
1. Texas	$139,020	8.50	$39.46
2. California	134,171	8.20	26.52
3. New York	125,038	7.64	38.37
4. Illinois	87,424	5.34	39.76
5. Pennsylvania	78,550	4.80	37.09
6. Florida	76,163	4.65	40.11
7. New Jersey	68,569	4.19	50.05
8. Ohio	68,389	4.18	32.60
9. Michigan	66,246	4.05	34.56
10. North Carolina	41,491	2.54	36.02
11. Georgia	39,701	2.43	31.66
12. Wisconsin	39,355	2.40	41.08
13. Missouri	38,887	2.38	41.02
14. Massachusetts	37,528	2.29	38.22
15. Virginia	37,391	2.28	35.08
16. Indiana	37,143	2.27	34.39
17. Minnesota	34,113	2.08	41.70
18. Kentucky	32,541	1.99	45.01
19. Arizona	29,006	1.77	47.24
20. Maryland	27,108	1.66	33.80
21. Connecticut	25,197	1.54	44.52
22. Tennessee	24,044	1.47	26.69
23. Louisiana	22,252	1.36	22.78
24. Colorado	21,618	1.32	35.97
25. Washington	20,649	1.26	24.58
26. Mississippi	20,199	1.23	35.81
27. Iowa	20,138	1.23	37.15
28. Kansas	20,007	1.22	43.49
29. South Carolina	19,469	1.19	28.97
30. Oregon	18,899	1.15	38.73
31. Alabama	18,788	1.15	23.40
32. Oklahoma	18,714	1.14	30.33
33. West Virginia	15,409	.94	43.04
34. New Mexico	14,575	.89	47.48
35. Arkansas	14,012	.86	30.59
36. Nebraska	12,150	.74	38.82
37. Utah	8,515	.52	20.04
38. Maine	8,238	.50	35.82
39. Hawaii	8,001	.49	38.28
40. Rhode Island	7,719	.47	45.67
41. South Dakota	7,736	.47	56.06
42. New Hampshire	6,845	.42	36.41
43. Montana	6,693	.41	41.06
44. Nevada	6,238	.38	36.27
45. North Dakota	6,033	.37	46.41
46. Delaware	4,970	.30	40.41
47. Wyoming	4,363	.27	43.20
48. Idaho	3,759	.23	17.16
49. Alaska	3,127	.19	28.43
50. Vermont	2,938	.18	28.52

Source: Association of American Publishers Industry Statistics - 1987

STUDENT HEALTH

TODAY'S KIDS FACE Different DISEASES

Yesterday it was polio and tuberculosis. Today it's Lyme disease and Tourette's syndrome. Rheumatic fever is back, but Reye syndrome no sooner appeared than it seemed to vanish. Providing information on diseases that are making the rounds these days is Martin Sklaire, M.D., of Madison, Conn. Dr. Sklaire is an associate clinical professor of pediatrics at Yale University. He also serves on the American Academy of Pediatrics' School Health Committee and is the school health adviser for the Madison and Clinton, Conn., school systems.

Martin Sklaire, M.D.

Q. One disease we've heard a lot about in recent years is Lyme disease. What exactly is it, and how do children get it?
A. Lyme disease is an infection that people of all ages get when they're bitten by an infected deer tick. In this country, the disease was first noticed in Lyme, Connecticut, in the early '70s. Today there are 2,000 to 3,000 cases each year. Lyme disease is most common in rural or suburban areas because people are most likely to pick up the infected ticks in the woods or grass.

Q. What are the symptoms?
A. Two weeks to a month after the person is bitten, he or she will develop a circular rash—usually white in the center and red toward the edges. If the disease isn't treated at this point, the individual may develop a condition like arthritis, with swollen joints and stiffness. Further complications can affect the heart and the nervous system.

Q. How is Lyme disease treated?
A. With tetracycline or, for younger children, penicillin. Prompt treatment is the key to keeping the disease from reaching the really serious stages.

Q. A second childhood disease we're hearing more about these days is rheumatic fever. What exactly is it?
A. It's actually a complication of strep throat that's gone untreated. It produces inflammation and swelling of the joints, and it can cause heart problems.

Q. Rheumatic fever was common years ago. Why is it making a comeback now?
A. We're not absolutely certain, but there are a couple of possible reasons. Most important, the organism that causes rheumatic fever seems to have become more potent than it was for the past 20 years or so. Also, people today are less inclined to take necessary precautions against rheumatic fever than they were when the disease was more common.

Q. So what are the necessary precautions people should take against rheumatic fever?
A. First of all, children with an intensely sore throat and swollen glands should see a doctor so a throat culture can be done. Then they should take the prescribed treatment for the full time recommended. In other words, if the doctor says to take the medicine for 10 days, the child should take it for 10 days even though he or she might be feeling fine after 8 days.

Q. Is it safe for a child with rheumatic fever to go to school?
A. Rheumatic fever—unlike the strep throat that causes it—is not contagious. So once the strep throat is taken care of, it's fine for the child to go back to school. Of course, a child who has a high temperature or is uncomfortable should stay home.

When children who've had rheumatic fever do return to school, however, they will still need to take it easy when it comes to exercise and other physical activity.

Q. Tourette's syndrome is another childhood disease that's getting a good deal of attention lately. What are its symptoms?
A. Tourette's syndrome is a motor disorder characterized by involuntary movements. It most commonly appears in people between the ages of 2 and 15. A child with the disease usually has several tics. These tics can take many forms—maybe blinking, grimacing, or shrugging. Children with Tourette's syndrome also may have vocal tics, which can range from simple throat clearing to actually shouting out words, including obscenities.

Q. What causes Tourette's syndrome, and how is it treated?
A. Though we're not absolutely certain, we now believe it's caused by a chemical imbalance in the brain. This imbalance is treated with two prescription generic drugs—haloperidol and clonidine.

Q. How common is Tourette's syndrome?
A. It's a rare disease, occurring in only 28 out of every 100,000 people.

Q. How does Tourette's syndrome affect a child's performance at school?
A. Many children with Tourette's syndrome also have learning disabilities. Their symptoms make it difficult for them to pay attention in class and complete assignments. Many also have obsessive-compulsive tendencies that can further complicate things.

Because these symptoms are very similar to those of Attention Deficit Disorder (ADD), Tourette's syndrome can be confused with ADD. This can make things harder than ever for the student, some people believe. They say Ritalin, which is commonly used to treat ADD, can make the symptoms of Tourette's syndrome even worse.

Q. What can teachers do to help students who may have Tourette's syndrome?
A. Whenever possible, teachers should give individual attention to these children's special learning needs. When this isn't possible, or at times when a student's symptoms are so severe that they require his or her leaving the classroom, a resource room, if available, might be used. There, the student could get special help without missing any regular schoolwork.

Because teachers spend so much of the day with their students, they're in a unique position to help children with Tourette's syndrome overcome the challenges caused by their symptoms. The whole burden shouldn't rest with teachers, however. The key is for the child's parents, teacher, school nurse, and doctor to work together to make sure all special services available are utilized.

Q. And finally, whatever happened to Reye syndrome? A few years ago, it was the childhood disease everyone was talking about. Now we hardly ever hear of a case.
A. That's because children hardly ever get it any more. Thanks to the efforts of the government, the AAP, and pediatricians across the nation, we've been able to teach people that giving aspirin—or products containing aspirin—to children and adolescents with flu or chicken pox can cause a disease that can be fatal. People also are now substituting acetaminophen and ibuprofen for aspirin. It's increased public awareness that's cut the number of cases of Reye syndrome.

This year's flu—the subject of last month's Student Health column—turned out to be worse than expected. Some schools were forced to close for weeks at a time. The rate of flu-related deaths reported in early February also exceeded projections, says the Centers for Disease Control.

FIGHTING FOR EQUALITY

BREAKING

Some 400,000 American Indian students attend U.S. elementary and secondary schools. Half of them, say year-old statistics, won't make it to graduation. But that figure may soon start to fall: new hope comes from recent developments.

"Education is your most powerful weapon. With education, you are the whiteman's equal; without education, you are the whiteman's victim."

Those words, spoken by Chief Plenty Coups (pictured at right) a century ago, have great meaning for the 8,000 members of the Crow Tribe—and for all American Indians—today. American Indians know the importance of education both in protecting their reservations and rich culture and in carrying them into the future.

For most American Indian students, though, getting an education isn't easy. Absenteeism and high dropout rates—now at almost 50 percent, nearly twice the national average—have plagued American Indians for decades. And too little money and too much government bureaucracy have made matters worse.

Still, teachers around the nation are making progress in encouraging Indian children to come to school every day and stay in school until they graduate.

One of those teachers is Patrick Stands Over Bull of Pryor, Mont., some 30 miles from Billings. A social studies teacher at Plenty Coups High School, Stands Over Bull once served as chairman for the Crow Tribe.

"We're concerned with providing effective and relevant education for our children," he emphasizes. "We want them to stay in school and graduate."

Since 1982, 97 percent of Plenty Coups high school students have graduated and 35 percent of those have gone on to higher education.

For many students, excelling at Plenty Coups High means first overcoming severe economic and social disadvantages. They may have little self-esteem, see no reason to study, and regularly use drugs or alcohol—and students with problems like these are likely to be already on the path from poor grades to cutting school and finally to dropping out.

"It's difficult," says senior Christina Shane. "There were times when I felt like giving up, but my family encouraged me to stay in school. I don't want to stand on the sidelines."

Plenty Coups senior James Davis adds: "I'm pulling through. I've had a lot of bad times, but I'm determined to graduate."

Davis comes from a large family, which his mother is raising alone. He knows poverty first hand. "There are no jobs here, and alcoholism is high. It's really tough. My grandma tells me I should go on to college. We'll see."

Association member Stands Over Bull cites two major reasons why more students are now graduating.

"Parents are taking greater notice of their children's educational needs," he points out. And teachers who come to the reservation schools today are better prepared. They require more homework and specialize in teaching one-on-one. "It all adds up."

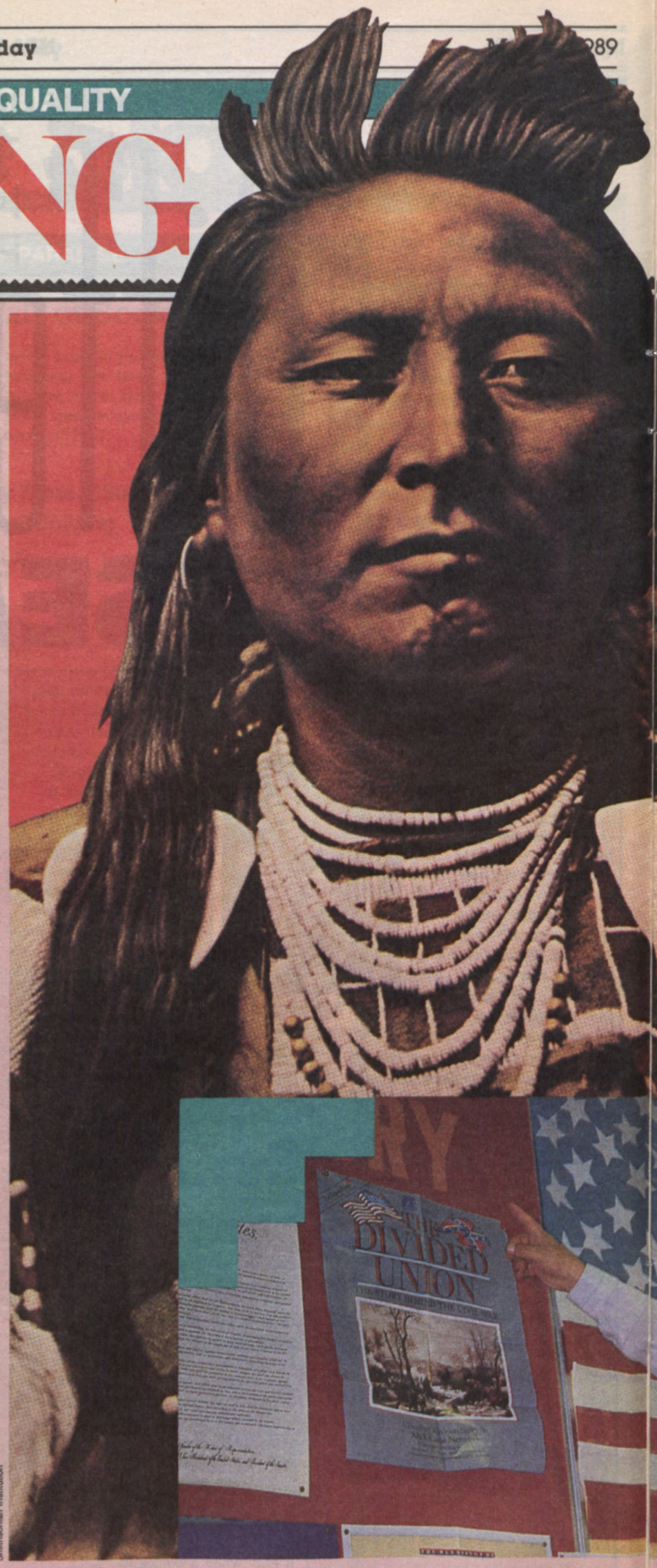
But poverty and lack of hope are just two of the problems facing American Indian students. Many, for example, live in sparsely settled rural areas and attend isolated reservation schools. They may spend as much as two hours a day riding a school bus.

Isolation can be partially addressed, with better roads and transportation. But another difficulty, cultural conflict, isn't so easily resolved.

Problems may result from language differences, irrelevant curriculum, and differences in the expectations of teachers, parents, and students. After numerous cultural clashes, many American Indian students develop strong feelings of alienation. They soon withdraw from the mainstream.

The problems that plague the Crow Indians in Pryor, Mont., also affect the Nez Perce Indians across the continental divide in western Idaho.

There, Lapwai Elementary fourth grade teacher Ferris Paisano is also



Smithsonian Institution

AMERICAN

AGAINST THE ODDS

WITH THE PAST

Dan Kane

Idaho fourth grade teacher Ferris Paisano reviews a math quiz with Randi Bennett.

seeing some signs of a turnaround. For one thing, notes the Lapwai Education Association member, the absenteeism rate is falling.

Lapwai Elementary—which enrolls 340 students, 62 percent of them American Indian—is recording attendance figures of 90 percent and better.

Paisano grew up on the Nez Perce Reservation. A teacher for 20 years, he's seen many changes. The building where he teaches, for example, is only two years old. It replaced a converted army hospital built in the 1920s.

But it's changes within the students that really excite Paisano. He attributes improved attendance and higher graduation rates to improved health care and increased parental support.

Paisano remembers when a minor ear or tooth ailment led to chronic absenteeism. "It was not uncommon for some families to keep their children out of school for long periods. They lived out in the country, where health care was not always available."

Now, because of education and a modern health clinic in the community, people are taking greater interest in their health. And that's reflected throughout the community—most evidently in the classroom.

As for parental involvement, says Paisano, "not enough can be said about it. Parents instill a sense of accomplishment in their children and inspire them to achieve their maximum potential."

But too many reservation children, like many children elsewhere, don't enjoy that kind of relationship.

"It's not uncommon to see children getting themselves off to school," explains Paisano. "You can generally tell who they are. They dress and feed themselves, and tragically, their parents offer no encouragement."

In spite of arduous conditions, increasing numbers of students are getting perfect attendance awards, and greater numbers of seniors are graduating, Paisano boasts. "It's extremely rewarding for me as a teacher to see improvements and student success in a school I grew up in."

Elsewhere, too, Association members are making special efforts to keep American Indians in school.

In Anchorage, Alaska, Association members developed the Anchorage Open Door Project, which targets about 150 Alaskan Native students in grades 9-12. The project is designed to encourage more students to graduate, get students to come to school regularly and to accomplish more, and increase their awareness and appreciation of their own culture.

Teachers in Tucson, Ariz., used a grant from Operation Rescue, NEA's nationwide antidropout program, to start ENABLE—Empower Native Americans By Learning and Encouraging. The goal of the project, say teacher leaders Karen Chatterton and Geraldine Mackaben, is to convince American Indian students that high school is fun and a useful place.

These kinds of programs are notable—but they accompany the day-to-day efforts of Association members (with American Indians offering special insights) around the country.

The combined efforts are starting to pay off. Dropout rates are decreasing; fewer kids are showing up late or not at all. But there's a long road ahead that must still be traveled if American Indian students are to truly enjoy equal educational opportunity.

—Ron Holt

Ron Holt

Montana social studies teacher Patrick Stands Over Bull explains the Bill of Rights.

Statistically Speaking

There are 278 American Indian tribes in the lower 48 states. The American Indian and Alaska Native population totals 1.7 million, and is primarily located in Alaska, the Great Plains, and the Far West and Southwest portions of the U.S. There are only 3,000 to 4,000 American Indian or Alaska Native teachers in the nation's public elementary and secondary schools.

N INDIANS

RESOURCES

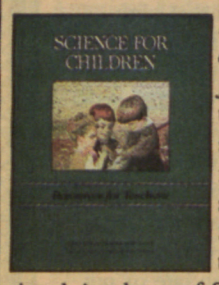
Free or Inexpensive

VACATION JOBS

Helping Out in the Outdoors: A Directory of Volunteer Work and Internships on America's Public Lands. Describes more than 1,000 short-term opportunities for unpaid jobs, ranging from trail maintenance to ecological interpretation, on federal lands and in national and state parks. (Some sites provide food and housing—even stipends and travel expenses.) Spring/Summer 1989 issue (no. 17). 55 pp. $3 p&h. The American Hiking Society, 1015 31st St., N.W., Washington, DC 20007. Ask also for free single copy of the brochure "Hiking Safety."

SCIENCE

Energy Information Sheets. U.S. Department of Energy. Single sheets give the latest information on 20 different energy topics—crude oil production, renewable energy, nuclear power generation, etc. Set of 20 sheets, free from National Energy Information Center, EI-231, Energy Information Administration, Forrestal Bldg. 1F-048, Washington, DC 20585. Or phone 1-202-586-8800; TDD 1-202-586-1181.



Science for Children: Resources for Teachers. National Science Resources Center (a new organization sponsored by the Smithsonian Institution and the National Academy of Sciences). Lists print materials—both curricular and supplemental—plus institutional resources, such as museums, that can help elementary teachers do hands-on science teaching. 178 pp. $7.95; 2-9 copies, $6.50 each; 10 or more copies, $4.95 each. Prepay, use purchase order, or charge to VISA/MC. National Academy Press, 2101 Constitution Ave., N.W., Washington, DC 20418.

READING

Eyeopeners! How To Choose and Use Children's Books About Real People, Places, and Things. Beverly Kobrin. The author, a children's nonfiction freak, shows how to plug nonfiction into the curriculum—and briefly describes more than 500 currently available books. Penguin paperback, $7.95. Use ISBN# 014046.8307. From booksellers or by mail from Viking Penguin, Order Dept., Box 120, Bergenfield, NJ 07621.

High Interest Easy Reading for Junior and Senior High School Students. National Council of Teachers of English. Written for adolescents, the book lists more than 300 titles of easily read recent fiction and nonfiction books. 5th ed. 103 pp. Stock no. 20962-015. $6.50; NCTE members, $5.25. NCTE, 1111 Kenyon Rd., Urbana, IL 61801.

TEACHER HEALTH

Stress and Teaching. Kevin J. Swick. The "What Research Says to the Teacher" series takes a fresh look at the ecology of teacher stress and describes techniques of individual stress management. 32 pp. Stock No. 1081-7-00-D. $2.95. NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

STUDENT HEALTH

Take Charge of Your Life! Salvation Army Booth Memorial Center. Uses a workbook format to train preteens and teens (ages 11-15) in decision-making about sexual activity, including contraception as well as abstinence. 25 pp. $3.95 plus 15% p&h. (Ask about bulk orders.) Network Publications, P.O. Box 1830, Santa Cruz, CA 95061-1830. Or charge to credit card at 1-408-438-4080.

The "Free or Inexpensive" feature is included in* NEA Today *as a service to readers. Items listed are selected by the editors at their discretion from review copies submitted by publishers. Since this column is editorial matter rather than advertising, there is no charge for listings.

Kids can work better when they're glued to the screen.

As every high school teacher knows, prying students away from the Carringtons and the Keatons long enough to teach them about the Roosevelts and the Brontes is not exactly an easy task.

But more and more teachers are doing just that. By turning to the compelling screen of a Macintosh® personal computer.

Now, you probably know that the graphic, intuitive Macintosh way of working is easy to learn. That is, unlike with most other computers, students can use Macintosh without having to learn a foreign language. So they can get straight to work on things like English.

But what really grabs their attention is that, with Macintosh, kids actually enjoy learning.

File Edit Options Page Type Lines Shades
Newsletter
Football Team Makes Dean's List
When the dean's list came out yesterday, it was apparent that none of the Fighting Ocelots would need sports to get a scholarship. The entire team was on it. Led, as usual, by quarterback Steve Carter, Carter's name topping the list.
"I think it was my paper on
Macintosh SE

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TECH TALK

California Middle School Enters High Tech Heaven

At Stone Valley Middle School in Alamo, Calif., students and teachers are moving beyond computer labs, beyond standard uses of computers in the classroom, and unleashing the power of computer technology to enhance the teaching-learning experience.

As part of their "School of Tomorrow" program, Stone Valley students and faculty are integrating computers into every subject, using them for improving basic skills, developing critical thinking skills, and even networking with students in the Soviet Union, France, Sweden, and the United Kingdom.

Making it possible is an innovative public-private sector partnership consisting of the school, Computerland, and Apple Computer.

"This is an incredible merger of two companies and a school that will really improve children's education," says Jamie Marron, seventh grade English teacher and director of the "School of Tomorrow" project.

Marron, a San Ramon Valley Education Association member, and other teachers at Stone Valley School have developed the exciting project with computer hardware and software donated by the two computer companies. Computerland and Apple contributed a combined total of over $500,000 worth of computer technology to the small northern California school.

"Our project will use advanced technology not just for its own sake, but to help students develop the ability to think and write clearly and effectively."

Stone Valley students have begun using microcomputers in every subject, from English and history to mathematics and science to music and art. Through computer networking, students will share both lessons and life experiences with students from other cultural and socioeconomic backgrounds in schools elsewhere in the United States and in foreign countries.

Students using the library media center are able to expand their research skills by using a new laser video disc player, compact disc, or modem to access on-line data bases from Grolier (Video Encyclopedia), the Smithsonian Institution, or the Library of Congress.

On a typical day, students at Stone Valley might communicate with students in France or Russia to compare scientific experiments or to improve their knowledge of geography. Eventually those who want to learn basic computer languages will be able to do so.

Seventh grade mathematics teacher Stan Heeb says, "As a teacher, you're always searching for ways to broaden your students' thinking skills. The computer does just that—as a tool, it helps develop a child's mind and enables the teacher to follow."

Beth Burlingame

"School of Tomorrow" project director Jamie Marron guides students working on the school's computers.

Heeb is especially proud of the math and science project on physical fitness. Using computer technology, students are able to analyze the nutritional value of foods from other countries—and send those data to students from those countries.

Classroom computers are relatively rare in the Soviet Union, so Marron and other teachers recently delivered three computers to a Soviet Union classroom.

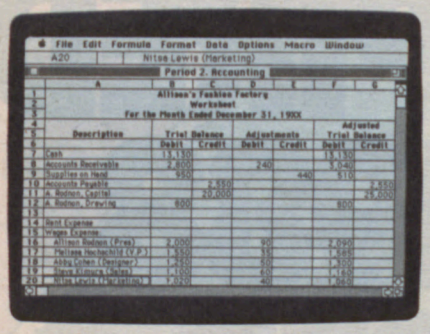
"Teachers are thrilled about being able to work and exchange ideas with their counterparts in other lands," says sixth grade social studies teacher Brenda Kerby.

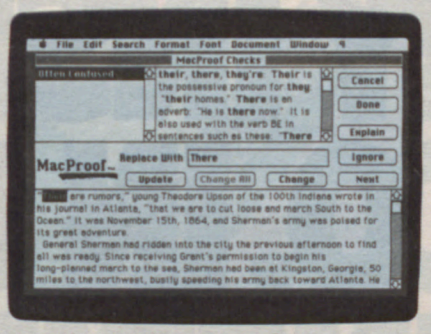
It's clear that the School of Tomorrow program will be a significant complement to Stone Valley's curriculum. "The whole purpose is to prepare our students for the world beyond academics," says Kerby. "We know computer technology will help us get there."

—Ron Holt

A PROGRAM FOR ANY TIME SLOT.

From first-period journalism to sixth-period drafting, Macintosh helps teachers teach and kids master almost anything. For example,





Programs like Microsoft Excel, MacWrite and MacProof give kids the incentive to fine-tune everything they do. And all their work comes in much better.

Macintosh can make editing term papers, newspaper articles and reports nearly as easy as zapping commercials. And when fine-tuning is so much simpler, writing assignments come in much better.

For business education, kids can learn to analyze financial problems with spreadsheets like Microsoft Excel. The same kind they'll be using after graduation.

And auto shop teachers can illustrate concepts in three dimensions. So students can do things like tear down an engine without getting their hands dirty.

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Obviously, students who pay attention are more likely to get into college. Better still, once they get there, they'll already be ahead. Because Macintosh is a computing standard in colleges and universities across the country (Stanford, MIT, Dartmouth and the University of Illinois, to name a few).

And whether it's with a high school diploma or a college degree, when students start pounding the pavement, they won't find the streets so hard. Because Macintosh computers are found in businesses everywhere, from fire departments to multinational corporations.

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RESEARCH CLUES

Urban Districts Urgently Need Teachers

By Robert McNergney and Martin Haberman

There probably isn't a teacher shortage in America's small towns and suburbs. But most of the nation's 100 largest urban districts desperately need teachers.

What causes this continuing and worsening problem?

► Teaching conditions in urban schools are difficult and stressful—especially for beginners who start out with the same bare classrooms and few materials, facing the same expectations and workloads as veteran teachers.

► The irrelevance of most teacher education programs to the real world of the beginner is intensified when the beginner is in an urban school.

► Fear of urban schools (as well as anything else urban) is common among teacher education students. Having been raised and educated in small-town and suburban schools, many have no personal multicultural experiences to draw on, and few universities preparing teachers are in urban areas. Without the countervailing weight of direct urban laboratory experiences, the mythology of the blackboard jungle

Mike Spinelli

readily flourishes.

► Most undergraduates think that what an urban teacher does is essentially custodial and disciplinary—not real teaching.

► The urban educational bureaucracy creates working conditions that depress rather than stimulate professional practice. Beginners haven't been prepared to become bureaucratic functionaries who may end up spending as little as 20 percent of the day actually teaching.

► Beginning urban teachers are unlikely to have any sense of professional efficacy. In some districts beginners don't get "permanent" assignments until several weeks into a new semester.

► The work in urban schools is hard. Beginners (especially the large number who have never held a full-time job for longer than a summer) find it incredible that teaching could be so physically and emotionally draining.

► Geographic parochialism is also a problem. Most beginning teachers want to work not just in their home states, but near their present homes. Many urban districts require their teachers to live within district boundaries.

► Most of the faculty in schools of education have never taught in urban elementary or secondary schools. Fewer than 1 percent have taught in urban schools long enough to earn tenure there.

► Research shows that successful beginning teachers draw on their own experiences in school rather than on what they've learned in college—but very few teacher candidates went to urban schools and thrived there.

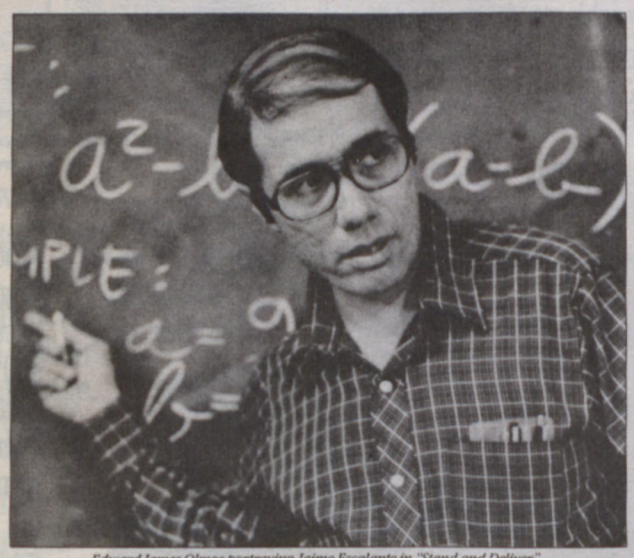
► We know that college grade-point averages bear no relationship to students' eventual effectiveness as teachers. Yet college GPA continues to be the primary means of screening students for admission into teacher education programs.

For a more complete analysis of this issue, see Martin Haberman, *Recruiting and Selecting Teachers for Urban Schools.* The ERIC Clearinghouse on Urban Education, Teachers College, Columbia University, and the Association of Teacher Educators (Reston, Va.), 1987.

Robert McNergney is director of the Commonwealth Center for the Education of Teachers, University of Virginia & James Madison University, Charlottesville, VA 22903. Martin Haberman is a professor at the School of Education, University of Wisconsin-Milwaukee, Milwaukee, WI 53201. They prepared this column for NEA Today *with the cooperation of the American Educational Research Association.*

See 'Stand and Deliver' on PBS American Playhouse March 15.

IN 1983, HIS STORY INSPIRED ARCO. IN 1988, IT INSPIRED HOLLYWOOD.



Edward James Olmos portraying Jaime Escalante in "Stand and Deliver"

Since 1983, the ARCO Foundation has been supporting a summer math program for high school students at East L.A. college. The teacher, Jaime Escalante took a group of students from the barrios of East L.A., and taught them the most demanding of all math sciences. Calculus.

His methods were so unconventional, the results so incredible, that Jaime's story was made into the movie "Stand and Deliver."

ARCO is proud to be a continuing part of Jaime Escalante's vision, giving students a better chance in life.

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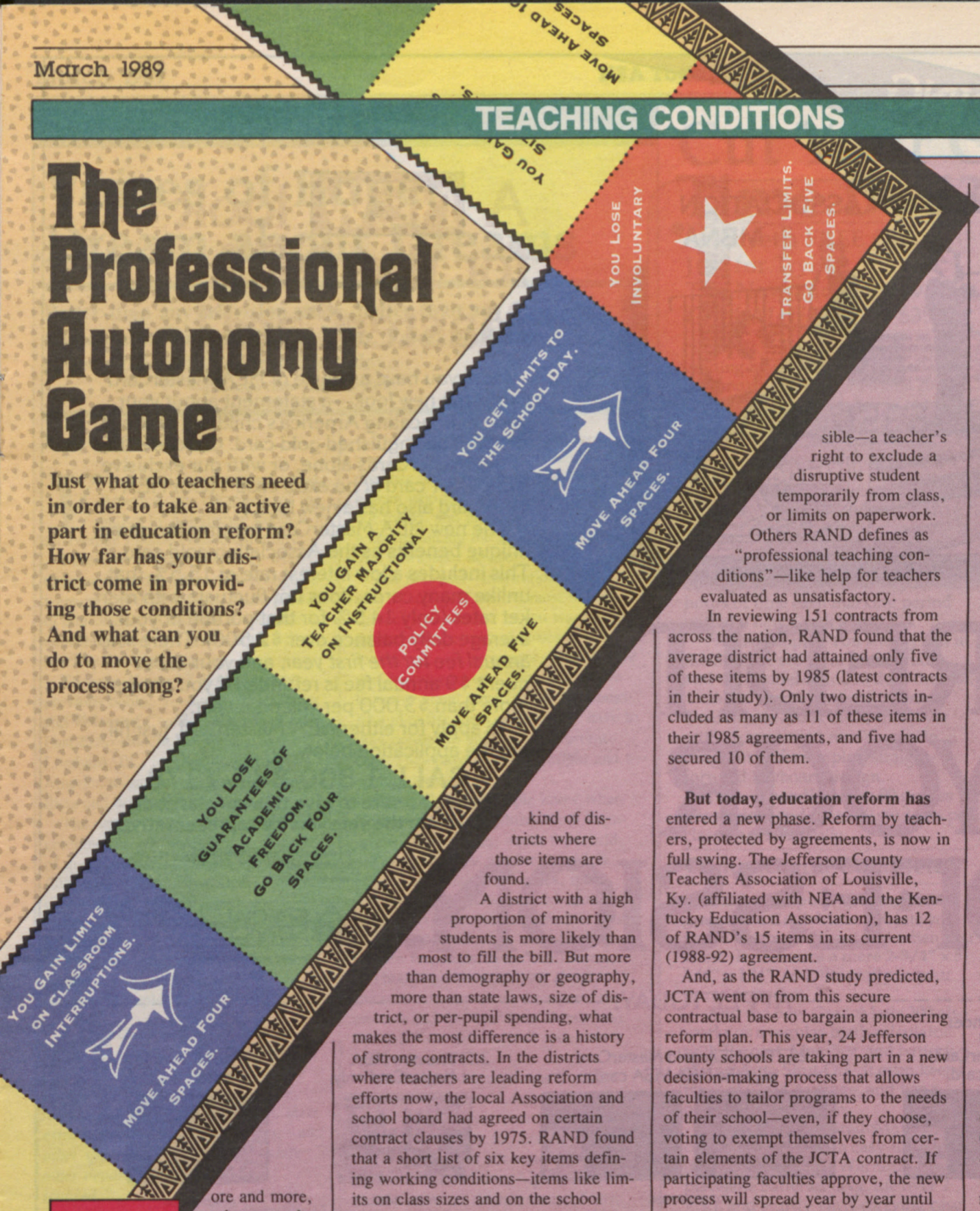
The Professional Autonomy Game

Just what do teachers need in order to take an active part in education reform? How far has your district come in providing those conditions? And what can you do to move the process along?


You Lose Involuntary Transfer Limits. Go Back Five Spaces.
You Get Limits to the School Day. Move Ahead Four Spaces.
You Gain a Teacher Majority on Instructional Policy Committees Move Ahead Five Spaces.
You Lose Guarantees of Academic Freedom. Go Back Four Spaces.
You Gain Limits on Classroom Interruptions. Move Ahead Four Spaces.

More and more, teachers are playing the key role in school reform. And they're doing it through their Associations as part of collective bargaining.

That makes sense; crucial to leadership in reform is professional autonomy—teachers' freedom and readiness to take initiatives that lead to better education in their classrooms and their schools.

Quite simply, teachers with good contracts feel ready to tackle education reform. That's clear from a report on bargaining and reform issued by the RAND Corporation last year.

What differentiates a district where teachers are ready to take their schools into the future from one where they're still struggling to make ends meet in both money and morale? Analyzing contracts across the country, the RAND Corporation actually pinpointed a list of contract or agreement items that distinguish reform-minded faculties. Then RAND looked at the kind of districts where those items are found.

A district with a high proportion of minority students is more likely than most to fill the bill. But more than demography or geography, more than state laws, size of district, or per-pupil spending, what makes the most difference is a history of strong contracts. In the districts where teachers are leading reform efforts now, the local Association and school board had agreed on certain contract clauses by 1975. RAND found that a short list of six key items defining working conditions—items like limits on class sizes and on the school day—provided the framework (see box below).

Then, these trailblazing Associations went beyond the key six to bargain about two-thirds of a (slightly overlapping) list of 15 items. Some of those were conditions that made reform possible—a teacher's right to exclude a disruptive student temporarily from class, or limits on paperwork. Others RAND defines as "professional teaching conditions"—like help for teachers evaluated as unsatisfactory.

In reviewing 151 contracts from across the nation, RAND found that the average district had attained only five of these items by 1985 (latest contracts in their study). Only two districts included as many as 11 of these items in their 1985 agreements, and five had secured 10 of them.

But today, education reform has entered a new phase. Reform by teachers, protected by agreements, is now in full swing. The Jefferson County Teachers Association of Louisville, Ky. (affiliated with NEA and the Kentucky Education Association), has 12 of RAND's 15 items in its current (1988-92) agreement.

And, as the RAND study predicted, JCTA went on from this secure contractual base to bargain a pioneering reform plan. This year, 24 Jefferson County schools are taking part in a new decision-making process that allows faculties to tailor programs to the needs of their school—even, if they choose, voting to exempt themselves from certain elements of the JCTA contract. If participating faculties approve, the new process will spread year by year until 1991-92, when it will include all 156 Jefferson County schools.

The 24 trailblazing schools, with some 1,100 faculty members and 15,000 students, were chosen from among 51 where at least two-thirds of the faculty voted to take part. "Faculties can do whatever they think is best for the students. They can vote on how they want to manage students, curriculum, and school time insofar as the classroom is concerned," says JCTA President June Lee.

"If we hadn't had a contract that worked well and took care of teachers' concerns and needs, we never could have taken on such a plan," Lee continues. "It's scary for teachers to say, 'We can vote to set aside the things we've worked so hard to get in the contract.' But the district has a record of living up to the contract. And as long as we see our folks being empowered, we're comfortable."

What are teachers doing with that empowerment? Here's one of the two dozen new plans. At Lassiter Middle School, which serves close to 800 students in a high-poverty area, the academic faculty has formed six interdisciplinary teams. Each will take one group of students from sixth grade through eighth—except for one that will have students from all three grades. The faculty voted to waive contractual limits so as to add a half-hour enrichment period at midday and to see some students more than once a day.

The multigrade team has devised a "no-fail" policy: students who haven't done satisfactory work get no grade or *Incomplete* on their report card, and the teacher in that subject works with them after class. They repeat the work until they get it right. Of 42 students who didn't complete their work in the first grading period, all but two completed it the second.

"Failure is not an option," says reading teacher Becky West. "When we tell kids they've failed, that's an escape for them. We don't let them escape. We say, 'This work won't go away—your only option is to complete it.' It's exciting to see the difference the no-fail policy has made to the kids."

The enthusiasm and creativity of JCTA members taking up the challenges of their new agreement bear out RAND's conclusion: teachers are ready to take on responsibility for improving education—when they have a solid contract behind them. *—Jane Power*

Check Out Your Local Professional Environment

The new RAND study on collective bargaining and education reform identifies nearly 20 different contract provisions that promote teacher professionalism—and pave the way for meaningful education reform. How many of these provisions are now in effect in your district?

Underlying working conditions

Duration of school day is specified.

Teachers are guaranteed preparation periods.

Maximum class sizes are specified.

Involuntary teacher transfers are permitted only under specific conditions.

Teachers can temporarily eject disruptive students from class.

Reduction-in-force (RIF) procedures are specified.

Enabling conditions for a professional teaching environment

Teachers' paperwork load is limited.

Numbers of classroom interruptions are limited.

Salaries are paid during sabbatical leave.

Professional teaching conditions

Teachers evaluated as unsatisfactory get help.

Provisional teachers are evaluated.

Teachers can refuse assignment outside their grade or subject area.

Administrators cannot change students' grades.

Controls are set for administration of standardized tests.

The number of subjects, grades, or ability groups a teacher must teach is limited.

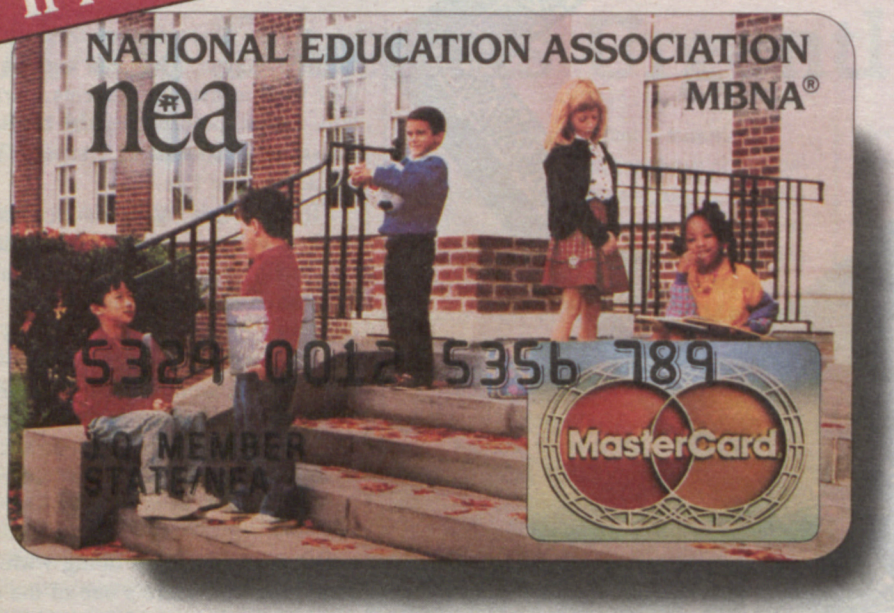
Teachers are guaranteed academic freedom.

An instructional policy committee is established in each school.

Teachers comprise half or more of instructional policy committee membership.

The instructional policy committees are empowered to review curriculum.

INTRODUCING



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Address		
City	State	Zip
Home Phone	Business Phone	
Social Security Number	Date of Birth	
Are You: ☐ Renting ☐ Buying or ☐ Own?	Monthly Payment $	

Previous Address (must be completed if at present address less than 3 years.)	
Employer	
Position	Years There
Previous employer or school attended	
Annual Salary $	Other Income $

Include income from *all* sources during this year. (Alimony, child support, or separate maintenance income need not be revealed if you do not wish it considered as a basis of repayment.)

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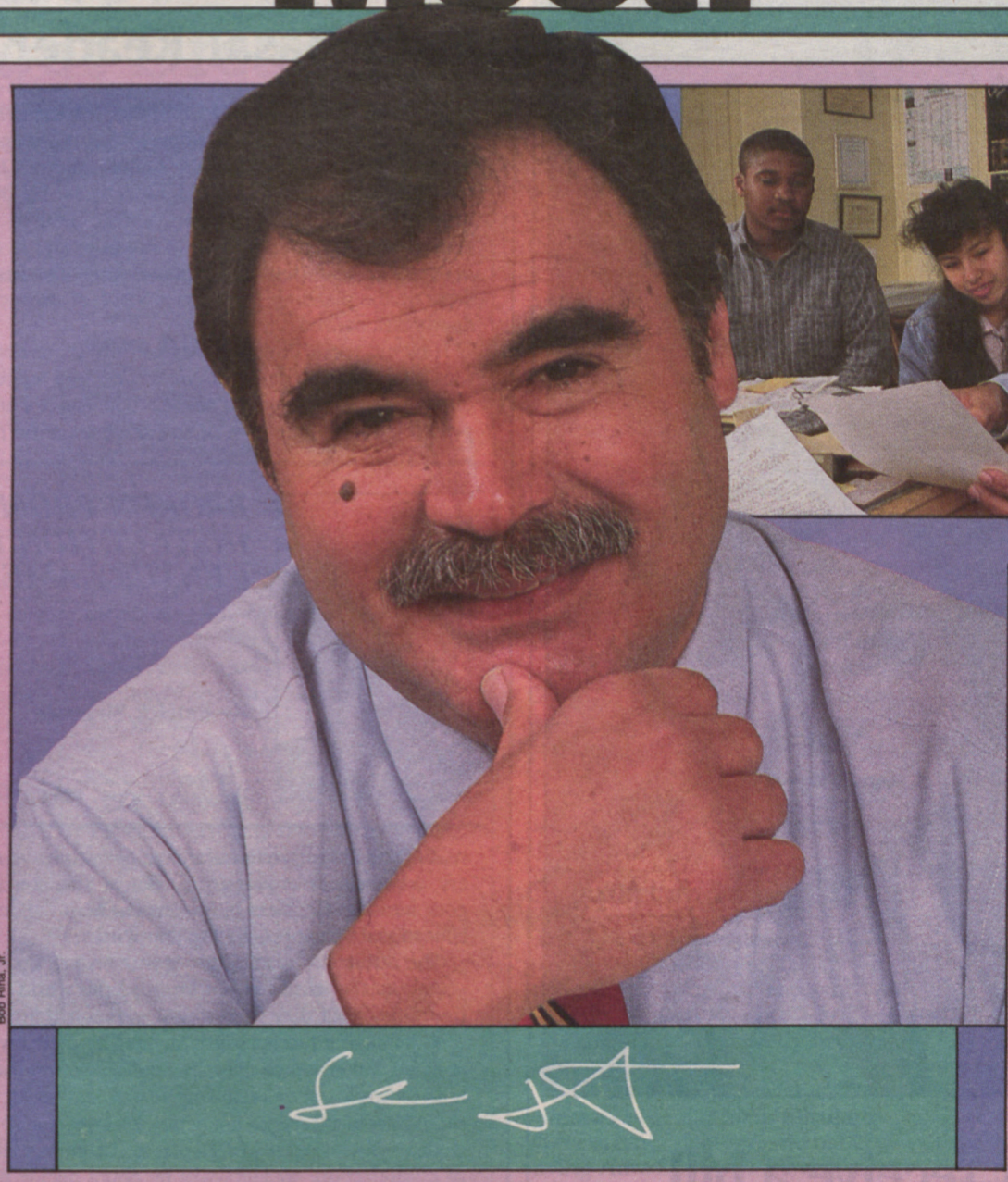
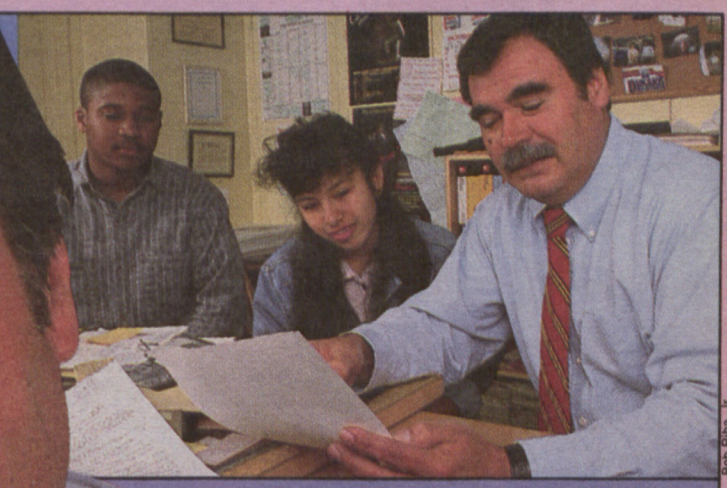
This program is currently not available in District of Columbia, Michigan and Pennsylvania.

Meet:





Once a Fighter, Still a Fighter

Sal Castro, a dropout prevention counselor at Los Angeles' largest high school, Belmont High, has long been a leader in the struggle for equal educational opportunity for Mexican Americans. In March 1968, as a social studies teacher at neighboring Lincoln High, he led a student walkout to protest poor conditions in the overwhelmingly Mexican East L.A. schools. For his role, Castro was arrested and charged with 15 counts of conspiracy.

Last year, on the 20th anniversary of the walkout, the city honored Castro. Unfortunately, Castro notes, the attitude of municipal officials toward him is about all that has changed in 21 years.

NEA Today *staff writer Diane Dismuke recently talked with Castro at Belmont High.*

What were conditions like in East L.A. schools in 1968?
Schools were overcrowded. The dropout rates were well over 50 percent. Student-counselor ratios were high. In one school, the eating area was outdoors and had no shelter.

Although Mexican Americans made up more than 90 percent of the schools' enrollment, the administration acted as if we didn't exist. They were dead set against anything that might uplift the spirits of these kids—like, for example, recognizing el Cinco de Mayo, a holiday commemorating Mexico's defeat of France.

Administrators also proposed that Mexican American college students voluntarily teach elementary students how to read—a job of the schools.

How did you organize the walkout?
I met with high school kids nightly at a playground where I worked after school. We enlisted the support of Mexican college students in the area, who not only walked the line with us but coordinated press and radio/TV coverage.

What did you want?
We made 35 demands. The main ones were teacher retraining so educators could work better with Mexican kids, lower student-counselor ratios, bilingual education, construction of new schools, and hiring community members to work in various capacities in the school.

Over 20,000 kids picketed five schools and then marched to a regional office and demanded a meeting with the board of education. The superintendent agreed. But when there was no meeting the next day, the kids went out again. Finally, a meeting was held.

Did you get what you wanted?
The board agreed to our demands, but it turned out to be only lip service. A few schools were remodeled, and some people from the community were employed. Also, the board created ethnic commissions—one each for Blacks, Indians, Asians, and Mexicans.

But most important, the public became aware of the millions of Mexicans in urban areas across the country and of our problems. We were no longer the sleeping giant.

Were there repercussions?
Twelve college students and I were charged with 15 counts of conspiracy to disturb the peace and to disturb the peace of the school. Conspiracy is a felony. My bail was set at $12,000. I spent five days in jail. Eventually, the NEA DuShane Fund bailed me out.

When things settled down, the state board of education tried to take away my teaching credentials. For a while I worked in a downtown office. Then I taught in a school in another area of the city. After five years of frequent transfers, I returned to East L.A.

What can schools do now for Mexican American kids?
Teacher effectiveness is just as important as educational opportunity. There needs to be a real commitment from the power structure—from the majority community—to educate *all* kids. Teachers should be versed in the cultures of their students—whether they be Black, Cuban, Puerto Rican, Central American, Mexican, or whatever.

When the Franciscans came to America from Spain in 1500, they knew that if they were going to teach the Aztecs, they would have to live with them for a year first. Many of our teachers don't do that, and they don't want to learn Spanish. When white doctors, lawyers, and accountants come into East L.A., the first thing they do is learn Spanish.

We Mexicans helped write the constitutions of every state west of the Mississippi. In the Southwest, we developed the agriculture and cattle industries, we wrote the laws, and we created the school districts. We contributed a lot to the development of this country, but you wouldn't know it from looking at American history textbooks.

What are you doing now to help Mexican Americans?
As a counselor at Belmont—where we have 4,500 students, 75 percent of them Mexican—I work with kids referred to me by other counselors and those who come to me on their own with problems, both personal and academic.

I speak to students, parents, and teachers in the community and throughout the Southwest to make them aware of college grants available to low income families. And I take kids to visit state colleges where Latino college students show them around and answer their questions.

It's important that our kids go on to college—so that they can become professionals rather than end up with menial jobs. For one thing, we sure could use more Mexican American teachers. Here at Belmont, about half our kids go on to college. The problem is that most of them can't score more than 700 (out of a possible 1600) on the SAT, and that limits their access to some schools. The test is culturally biased; their success at college shows they can do the work.

Our dropout rate is still 45 percent.

What can the average person do to help eliminate the problems you've cited?
Please call us Mexican, not Hispanic. We are from Mexico, not the island of Hispaniola. I also hope that you'll call Puerto Ricans, Puerto Ricans; Cubans, Cubans; and Nicaraguans, Nicaraguans. That's what we are. We shouldn't all be lumped together.

To learn more about teaching Mexican kids, I suggest you read *Mexican Americans in School: A History of Educational Neglect* by Thomas Carter—published by the College Entrance Examination Board (now the College Board) in 1970. The book is available in libraries.

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BOOK BEAT

Teacher, Reskill Thyself: Your Basal Reader Is a Joke

Patrick Shannon doesn't take basal readers seriously, and he doesn't think teachers should either. More precisely, Shannon, a professor of education at the University of Minnesota, Duluth, doesn't take commercially prepared basal readers seriously as teaching devices. He does take them seriously for what he sees as their role in preventing children from becoming culturally literate (the "broken promises" of his title) and in deskilling teachers. By requiring teachers to follow prescriptions in the teacher's guidebook, basal readers separate the planning from the practice of instruction; hence teachers are deprofessionalized.

How did these Trojan horses get into the schools in the first place? Through a process Shannon calls *rationalization*, the tendency in modern life to turn everything into an applied science whether it's appropriate or not. The approach led to the creation of so-called scientific materials for teaching kids to read. (The alternative would have been to leave reading instruction up to teachers' own subjective judgment.) But in Shannon's view, the only research that goes into basal readers is market research—about what people will buy—not educational research—about what works.

BROKEN PROMISES: READING INSTRUCTION IN TWENTIETH-CENTURY AMERICA

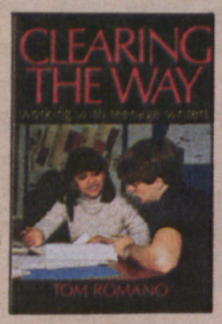
By Patrick Shannon

Bergin & Garvey. 186 pp. $44.95; paper, $14.95.

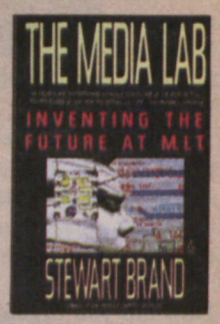
The result: the reading process is broken up into pieces. Kids may learn to sound out the word but not to "read the world"—they're not learning how to figure out what they need to know to function in society.

What should teachers do? Start using their own judgment. A final chapter suggests some approaches, like collective seminars in which teachers figure out how to break out of their dependence on basals. But Shannon thinks teachers should go further: into analyzing how the social structure keeps them and their students operating at low levels—a recommendation that's open to the charge of politicization. Readers will no doubt decide for themselves how much consciousness-raising is enough.

—Nancy R. Needham



Clearing the Way: Working with Teenage Writers. Tom Romano. Heinemann. 191 pp. $15. An Association member from Ohio tells how to get good writing out of high school kids.



The Media Lab: Inventing the Future at M.I.T. Stewart Brand. Penguin. 285 pp. $10 (paper). The "Whole Earth" man reports back from the communications future under development at the Massachusetts Institute of Technology.

Historic Book Arts Projects from the Museum of New Mexico. Press of the Palace of the Governors, Museum of New Mexico (P.O Box 2087, Santa Fe, NM 87504). 44 pp. $15 (payable to Museum of New Mexico Foundation). This portfolio, itself a work of graphic art, describes some 35 art projects for kids from preschool up.

Greece and the Hellenistic World. John Boardman, Jasper Griffin, and Oswyn Murray, editors. Oxford University Press. 446 pp. $18.95 (paper). Fifteen specialists on ancient Greece offer informal essays on key topics such as Homer, Herodotus, drama, art, and architecture.

The new NEA Professional Library Book Club announces its current main selection: *Developing Readers and Writers in the Content Areas*, by David Moore et al. For information on Club membership, write NEA/PLBC at 230 Livingston St., Northvale, NJ 07647 (1-201-767-4093).

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Better than any television show, better than any S.E. Hinton novel or John Hughes film, *Voices of Hope* reflects the reality of teen life today.
—Chicago *Sun-Times* review

By Howard Spanogle

Voices of Hope is a new look at America, one compiled for the nation by newspaper students in an average middle-class community.

I am their adviser, a teacher who dreams—that the nation will recognize teenagers as truth-tellers, that a product of education will become a resource for education, and that generations will reach out to communicate.

To write *Voices of Hope*—and two previous books, *Teenagers Themselves* and *Voices of Conflict*—the Glenbard East *Echo* student newspaper staff of Lombard, Ill., reached out across America to gather and report the conflicts and dreams of their peers.

The newly released *Voices of Hope* combines free-form essays, hundreds of questionnaire responses, and carefully edited discussions. In it, hundreds of dissimilar teenagers—and some adults—speak about the quality of their lives, parents, teachers, employers, law, materialism, morals, stress, and change.

Some examples:

► **On education:**

"In my school some teachers favor the athletes while others do quite the opposite. I guess what bugs me the most is how my school spends all their extra money buying new uniforms—and other sports-related expenses—while other departments are grossly ignored."

—Patty Wurscher, 17
Bettendorf, Iowa

► **On change:**

"When I was in eighth grade, I met a girl, and we became best friends for two years until she moved to Texas. I miss her, but I can tell she is changing. Or maybe I am changing. I guess we both are. The secrets we shared will never be again. I have grown away from her and from how it used to be.

"That seems to be why people resent change in others. They sense the possibility of change in themselves."

—Kristin Zuerlein, 16
Casper, Wyoming

► **On politics:**

"America...has to be more socially aware. A Cambodian teenager came to school and talked about this country's responsibilities after a war....The people around me cringed, and some even cried as he told about his father and mother who died from the war. The next week, they couldn't remember his name....People just don't know how to apply these stories to their own lives."

—Barbara Molini, 17
Catawissa, Missouri

The job of compiling these books was no easy task. Though I am a dreamer, I am first a teacher—a superhuman who teaches five classes, fills out forms, and grades endless papers while balancing the deadline constraints of a newspaper adviser.

The first part—inspiration—was easy. Teenagers are the most honest sources in America. If you want to know what the critical issues in our society are, ask teenagers. They'll give you honest answers. They don't have to worry about covering up for a boss who may fire them. They don't have to play politics to gain the next promotion. They have a special insight and a healthy idealism.

Our goal: to let people know what American teenagers think about themselves, about issues, about the world.

Voices of Hope involved multiple efforts: traveling to 35 cities, interviewing 2,000 teenagers and adults, transcribing their ideas from 300 hours of tape, and collecting and selecting written responses from 5,000 teens.

Though we were writing about materialistic American teenagers, we exemplified the American Dream and the American educational code—do it without money.

Our largest donation was $1,000 from the Village of Lombard. The rest of the money came from fundraisers and royalties from the first book.

Though I don't advocate writing books, I believe every high school should invest in a community of writers. A newspaper and yearbook are merely a start.

Classes should be printing special publications. Teachers should think about publishing for their community. Departments should unite rather than compete. Educators should assist rather than limit.

The nation should hear in new ways from young truth-sayers who have a provocative message to share. Teenagers themselves are ready to do more. We can make "more" possible.

Jim Cowart

Association member Howard Spanogle has been teaching journalism and English at Glenbard East High School for 22 years. The Echo *and its editors annually win national awards.*

Voices of Hope, Adama Books, New York. 254 pp., $16.95 cloth. Direct inquiries to Echo, Glenbard East, 1014 S. Main St., Lombard, IL 60148, 1-312-627-9253.

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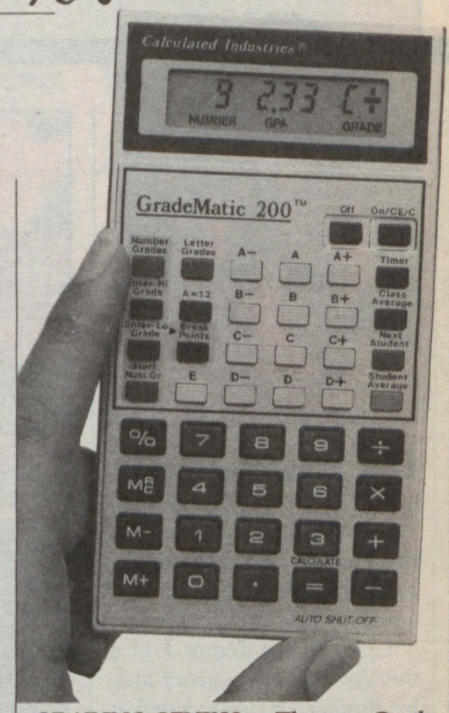

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"Best teacher's aid yet! Makes grade averaging fun!" **Virginia Mattingly, South Spencer High School, Rockport, Indiana**

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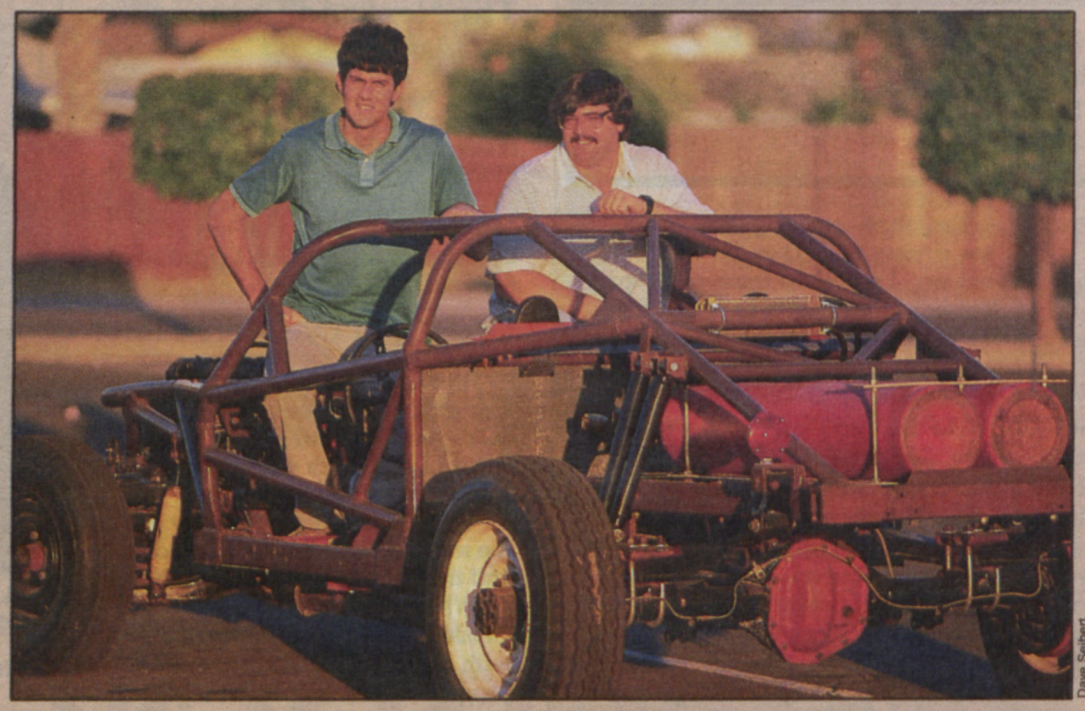
People

Dave Seibert

Dan Zavaleta (above), an industrial arts teacher at Tempe High School in suburban Phoenix, Ariz., designs nonpolluting cars for fun and work.

Last fall, the Tempe Education Association member and his brother David (pictured at right), an engineer with GM, took their design for a car powered by hydrogen gas to the Seventh World Hydrogen Energy Conference in Moscow.

"We discovered that our design was as advanced as any offered by the Germans and Japanese," Zavaleta says, "but they're more serious about alternative fuels, because their pollution problems are worse than ours."



Dave Seibert

With his students in Tempe, Zavaleta is working on cars powered by gasohol, pure alcohol, and an electric battery—as well as a second hydrogen-powered car. Why does Zavaleta think hydrogen-powered vehicles won't go—well, boom—like the hydrogen-filled Hindenburg zeppelin did in 1937?

"Actually, the Hindenburg wasn't hydrogen-powered," explains Zavaleta, "It used hydrogen for lift. But more to the point: if our hydrogen source—a cylinder containing hydrogen under pressure—were to explode in an accident, the fire would dissipate more rapidly than a similar fire in an automobile gas tank."

In 1990, when the world hydrogen conference meets in Hawaii, the Zavaletas will actually take their hydrogen-powered vehicle (pictured at left)—a computerized, fuel-injected engine mounted on a pipe-frame chassis that looks a lot like a dune buggy—with them.

Tom Owen

Every inch of available floor, wall, and counter space at The School Bag in Springfield, Ill., is covered with delectable, collectible classroom treats: animal stickers, bumper stickers, resource books, workbooks, banners, individual incentive charts, dinosaur borders, and even paint cups that won't drip.

"You know, the kind with the small hole in the top that the brush fits in? At one point in time, preschool teachers would have killed for one of those," says elementary art teacher and School Bag co-owner **Vicki McHenry** (third from left).

To prevent such acts of desperation, McHenry and three other teachers—from left, **Sally Taylor**, **Pam Walters**, and **Carol Taylor**—opened their version of school supply heaven in a converted beauty shop near downtown Springfield two years ago.

Teachers from near and far are now regular customers. To meet the demand, the owners—all full-time teachers themselves—hired an employee to help them keep the store open from 11 a.m. to 6 p.m. year round.

The fact that the store is run by teachers is a boon to business. The owners know their merchandise—and their customers—as no ordinary entrepreneurs could. Besides, who else would sponsor teacher appreciation specials during American Education Week, donate educational toys to the local pediatric ward, and make sure the PTA has magic markers?

If you're having trouble finding an educational resource item, The School Bag's teacher-owners may be able to help. You can write them at 1305 South Spring St., Springfield, IL 62704, or call 1-217-528-1234.

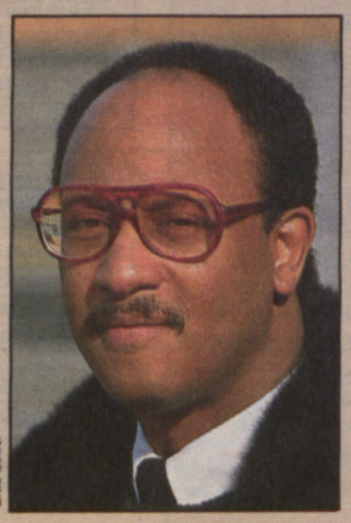
Oregon teacher **Arden Adams** was a champion swimmer when a diving accident left her a paraplegic. Now, 28 years and 47 operations later, she's confined to a wheelchair—but still a swimming champ.

The Elmira High special ed teacher has won numerous gold and silver medals in international competition—the Pan Am Games, the International Disabled Games, and most recently the Paralympic Games that followed the regular Olympics in Seoul. In fact, according to the National Wheelchair Athletic Association (NWAA), Adams was one of the eight top physically limited swimmers in the country in 1985.

Adams loves any physical challenge. When she's not in the water, she's active on the governing board of the NWAA swimming committee and coaching in the Special Olympics.

DeeAnn Hall

Adams urges injured persons to never give up and never stop dreaming. "'Where there's a wheel, there's a way,' is my motto," she says.



Brad Bower

"**Charles Walker** teaches science with a blackboard and borrowed books. Imagine if he had a classroom." That line caught attention across New Jersey when a series of NJEA ads last fall featured Camden science teacher Charles Walker. Walker's lab at Pyne Poynt School burned two years ago and was never replaced.

One group that paid attention to the ads was the Murray Hill Science Education Club, formed by Bell Labs employees. Shocked to find a teacher trying to work in such conditions, the Club donated money to buy equipment. Edmund Scientific made equipment available at cost—and donated a laser—and Bell Labs donated surplus equipment.

The result: "The best present my students could ever receive," said Walker.

A parallel series of NJEA ads was headlined: "Yetta Farber teaches math with a cafeteria table and a shopping bag. Imagine if she had a classroom." But Farber's still cafeteria-bound.

Each year for the past 27 years, the Encyclopaedia Britannica, *Good Housekeeping* magazine, and the Council of Chief State School Officers have sponsored the national Teacher of the Year competition. The four finalists for the 1989 national Teacher of the Year have been chosen. Three are NEA members whose stories and pictures appear on this page. The winner will be announced in April.

Joe Di Dio

"Our mission as teachers," says Maryland teacher **Leslie Jean Roche**, "is to challenge our students to reach their academic potential, to love and respect them for who they are, and to teach them the absolute joy of learning."

A 15-year teaching veteran and eighth-grade teacher at Parkland Junior High School in Montgomery County, Roche embraces her mission with an enthusiasm that both captivates and motivates her students. To teach civics, Roche dresses as a political character. To boost students' confidence, she often gives them the responsibility to select and plan activities and evaluate their learning afterward. When not on lunch duty, Roche gives one-on-one assistance to students who have been absent or are having difficulty in class.

In challenging her students to open their minds and broaden their horizons, Roche acts as a catalyst for change. She organized the first racially integrated dance at one of Maryland's rural high schools, and when racial tension rose at Parkland following an influx of Asian immigrants, Roche organized the school's first Asian festival.

Today, the annual ethnic festival celebrates the community's cultural diversity and involves many of Roche's former students. "That's the highest grade a teacher can get," Roche says, "—when students she's taught come back to do more work in her classroom."

Returning to Parkland isn't new to Roche either. In 1963, Roche was a student in the first class to enter the new Parkland Junior High.

Bob Riha, Jr.

California's **Jenlane Gee** often jogs along the canals near her home before the crack of dawn. The brisk exercise sets the pace for her days.

Gee teaches 30 third graders at Modesto's Christine Sipherd Elementary School. In her classroom, students learn much more than the standard curriculum. Guest speakers make frequent visits. Recently a representative of the American Cancer Society explained and showed—via a model of human lungs and a film—the physical harm smoking causes. The youngsters also study advertising and learn that ads exist to sell products and to make a profit.

Then there's Gee's five-year-old drug awareness program that has grown to involve the whole school. Community experts from the local health department, a psychiatric center, and the police department explain the dangers of drug and alcohol abuse. Gee uses the program as a jumping-off point to discuss the dangers of joining a gang.

"It goes back to the home," she notes. "We all need a sense of security to feel good about ourselves. Children who don't have self-assurance are more easily persuaded to go the wrong way. The die is cast when children are quite young."

As one of California's Mentor Teachers, Gee visits other schools in her district to demonstrate teaching techniques. She's also sponsor of her school's Young Astronaut program for third graders.

She thinks that eight- and nine-year-olds are ideal to work with. "They're trusting enough to believe in the Easter bunny, but at the same time curious and inquisitive," she says.

"I believe in democracy," says **Mary Bicouvaris**, Greek-born teacher of government and politics at Bethel High School in Hampton, Va., "and I believe in public education as a tool of democracy."

For the past 25 years, Bicouvaris has been teaching the values of democracy and demonstrating the strengths of public education. She stresses the importance of voting by giving her students examples of countries whose citizens are denied the right to vote or to voice their opinions. She gives extra credit to students who work on political campaigns for the candidates of their choice.

Eleven years ago, Bicouvaris organized the school's model United Nations program to "expand students' horizons and give them a sense of America's place on the world stage."

Bicouvaris' ability to captivate students with stories is one of her teaching strengths. "The smartest students love story-telling," she says. "The weakest ones worship it. You can be as stiff as you want and teach about the Panama Canal or you can tell them a story they will never forget."

Joe Di Dio

But students must also be active participants in Bicouvaris' classroom. "I believe we must make greater efforts to prevent student failure." If a student fails to complete an assignment, Bicouvaris will enter a zero in her grade book. But she'll be looking for the assignment the next day. "I won't give up until I see the assignment," explains Bicouvaris. "This tells my students that I'm not going to give up on them either."

RESOURCES

Idea Exchange

Literary Fitness

In Rock Valley, Iowa, fifth and sixth-grade students are "reading, running, and 'riting," thanks to a unique program that challenges their athletic abilities and releases their creative spirit.

The students are members of the 3-R Club, organized by Rock Valley teacher Roy Weber.

Students meet at 6:50 every Monday, Wednesday, and Friday morning and after school Tuesday and Thursday for six to seven weeks each fall and spring.

Morning workouts begin with a 12-minute stretching program, a run or walk, a shower, and then breakfast at the elementary school lunchroom.

Students practice a variety of writing exercises ranging from creative writing to keeping logs to writing for the school newspaper. Students also read biographies, books on drugs and alcohol, and award-winning books for children.

The club has its own T-shirts, sweatpants, and caps adorned with its logo of three runners. The shirts are presented to students who achieve 50 miles of running, walking, or other aerobic activities. According to Weber, the 3-R club members learn discipline and socialization skills, and just plain have a good time.

A Quilt of Dreams

In Fairfax County, Va., a handmade quilt holds special meaning for Bush Hill Elementary teacher Mary Doloris Crane. The quilt displays the hopes and dreams of Crane's 22 third and fourth grade students, who created it in honor of the late Dr. Martin Luther King, Jr.

Responding to the question, "What would you like to be in the future?" students drew pictures and wrote stories and poems.

"These students used a combination of language and math skills to create this gorgeous quilt," says Crane. "They measured each block, designed the panels, and worked together with classmates and parents to put the entire quilt together. We also collected the stories they wrote into a book and presented a copy to each student."

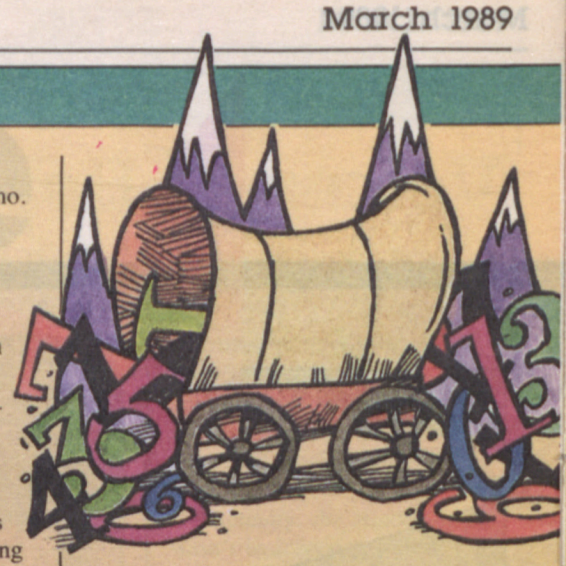
Parents also assisted on the project and received a photo of their child with the quilt when the project was completed. The quilt has been on display at Bush Hill Elementary and was even loaned to historic Woodlawn Plantation in Fairfax.

On the Math Trail

Students at Towanda (Kansas) Elementary School travel along the Oregon Trail as part of a basic math skills program. The Oregon Trail is a six-level weekly timed math drill. The progress of student and teacher participants is charted by tagboard Conestoga wagons displayed along a map in the school hallway. Participants' wagons move from Kansas to Oregon via Nebraska, Wyoming, Utah, and Idaho.

The prize at the end of the "journey"? A ride in a real stagecoach.

The Oregon Trail, inspired by a similar project in Galena, Kansas, was designed by Towanda Education Association President Deborah Restivo and other teachers. The program fits nicely with the school theme COWPOKE (Cooperation, Openmindedness and Wisdom Promote Our Kids' Education). Students are rewarded at each level—and strong bonds form between the students, teachers, and school staff as they



"travel" together.

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RESOURCES

math skills, Towanda students also develop a strong interest in geography and history as they follow the trail.

Fortune Cookie Predictions

Stamford, Conn., music teacher Barry Charles Hoffman believes good fortune promotes good feeling—so he uses fortune cookies to promote interest in his orchestra.

Hoffman made strips carrying such phrases as "You may study the bass next year," and "You love stringed instruments," for students and "You will have a wonderful class next year," or "You will be granted a sabbatical in the near future," for teachers. He then inserted them into fortune cookies he bought wholesale from a local Chinese restaurant and distributed the cookies during a pre-recruiting performance by his fifth-grade orchestra for a local elementary school.

"The entire process took an evening's work and was well worth it," notes Hoffman. "Inserting each fortune into a cookie is not difficult—there are usually open spaces in each one. I don't take the time to remove the original fortune.

"The response was overwhelming," adds Hoffman. "It planted seeds of interest with the fourth graders, enhanced relationships with staff and administration, and communicated to all present that this program had something to do with fun!"

Hoffman says the fortune cookie method can be used for any elementary school subject, providing inspirational messages such as "You will know the capital of each state."

Student Kudos

Home economics teacher Jamie Tevis believes all students love public recognition when they've done something they're proud of. To give them this added boost, Tevis has put up a bulletin board in her classroom at southeastern Ohio's Alexander High School that reads "Hurrah, We Did It!!"

At the beginning of the school year, Tevis photographs each student. As students reach a goal, whether it's completing a sweat shirt, getting a good grade on a test, or winning a ball game, their photos are posted on the bulletin board along with their description of their achievement.

"The bulletin board has become a source of pride for the students," says Tevis, "and has even been featured in the local newspaper, giving the students the feeling that what we do here at Alexander High is important."

Living Letters

In Sioux City, Iowa, the letter *B* could be Billy Baseball bravely batting in the bottom of the ninth, with the count three balls and two strikes, and the bases loaded, and the Bobcats behind 2-0.

Sioux City elementary teacher Kim Wilson invites her students to choose a letter of the alphabet and give the letter

its own personality. The names often suggest a colorful picture, such as Tony Tiger or Davey Dinosaur.

The students dictate stories about their characters, using words that begin with the featured letter. The stories are then collected into a class ABC book.

A Family Affair

Writing has become a family affair for students at West Cedar Elementary School in Waverly–Shell Rock, Iowa.

Coordinated by Association member Gloria Tehven, "Write Night" enables students and their parents to learn more about writing.

At the evening event, families choose a topic from a list provided by teachers. Each family member writes about the topic, and the results—along with a family picture—are published in a booklet.

The result, says Tehven: parents feel more comfortable helping their children with writing assignments and establish a regular pattern of working with their children on developing their writing skills.

generation, next generation.

business education. The Model 25 also runs a wide selection of courseware developed by independent software authors.

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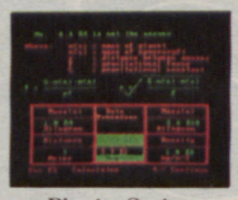
Typing for Beginners

Biology Series



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The IBM network helps students get right to work on the right subjects, and advance at their own pace.

Our network even has benefits that go beyond the classroom, all the way to the administration office. The teacher can have a direct link to the office which can make daily chores, like taking attendance, effortless.

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The Harold W. McGraw, Jr. Prize in Education

Three who make a difference: Announcing the winners of the first annual McGraw Prize in Education.

The Harold W. McGraw, Jr. Prize was established in 1988, in celebration of McGraw-Hill's 100th anniversary and in honor of our chairman emeritus.

Each year, up to three $25,000 prizes will be awarded to people who have made a difference in education.

For 1988, the Board of Judges has selected three individuals for distinguished contributions to the advancement of education.

The Honorable Terrel H. Bell

Dr. Bell became U.S. Secretary of Education in 1981, with the administration's mandate to dismantle the Department of Education.

Over the next four years, however, he fought to keep the Department at the Cabinet level and saved many key federal programs.

Crucial was his leadership of the National Commission on Excellence in Education, whose landmark report, *A Nation At Risk,* focused a nation's attention on the problems in our schools.

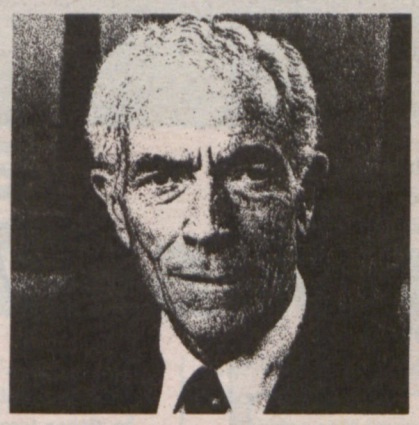
Helen B. Crouch

The awareness that millions of adult Americans are functionally illiterate has been late in coming to the public consciousness.

Twenty years ago, "Jinx" Crouch recognized the problem and joined the Literacy Volunteers of America.

Today she is president of LVA, 24,000 volunteers helping 28,000 Americans learn to read and write. She also chairs the National Coalition for Literacy, which provides national policy leadership to the movement.

Senator Claiborne Pell



Eliminating economic barriers to educational opportunity has been a hallmark of Claiborne Pell's career.

Since 1972, 32 million college students have received more than $30 billion in federal assistance through the Pell Grant Program, another example of the many important pieces of education legislation authored, sponsored or influenced by Senator Pell of Rhode Island, chairman of the Senate Subcommittee on Education, Arts and Humanities.

For more information, write to The Harold W. McGraw, Jr. Prize in Education, McGraw-Hill, Inc., 1221 Avenue of the Americas, New York, NY 10020.

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DATA BANK

Fitness Phemonenon Fails To Stir Young

Are you in better shape than your kids?

"Many parents are," says University of Michigan physical education professor Guy Rieff.

Done for the President's Council on Physical Fitness, Rieff's 1985 Fitness Survey found that:

► On average, girls can't run as fast as girls used to (see chart).

► On average, girls and boys are less fit midway through high school than at the end of eighth grade.

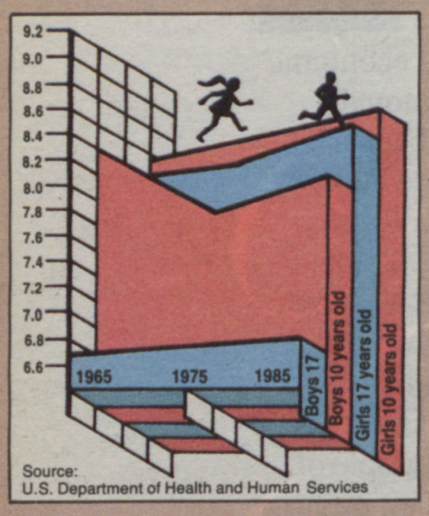
► At ages 6-12, 55 percent of girls can't do even one pull-up and 40 percent of boys can do only one.

► Half of girls and 30 percent of boys ages 6-12 can't run a mile in less than 10 minutes.

► Forty percent of boys ages 6-15 can't reach beyond their toes.

The survey tested more than 18,000 students ages 6-17 on nine different tasks.

Seconds to complete 50-yard dash



Source: U.S. Department of Health and Human Services

Employees Foot More Medical Costs

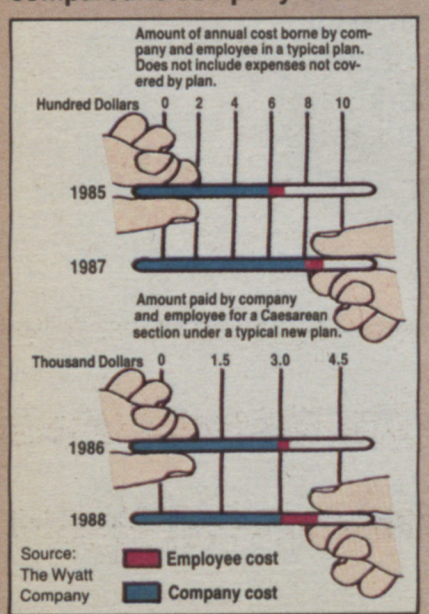
Some experts estimate that the cost of health care will increase 20 percent or more in the next year. To prepare for the expected huge increase, many of the nation's employers are setting up ways to pass it on to employees and retirees.

Employers have found a variety of ways to get out of paying what used to be their share. Deductibles are going up. In 1987, the most common deductible was $100; in 1989, the figure is closer to $200.

More employers are requiring employees to pay part of the cost of health insurance. In the early 1980s, 23 to 28 percent of employers required employees to contribute to that cost; now 42 percent do.

Some employers are contributing less to retirees' health plans or paying only a fixed amount per retiree. Others are no longer picking up remaining expenses after Medicare pays its share.

Employee health care costs compared to company costs


Amount of annual cost borne by company and employee in a typical plan. Does not include expenses not covered by plan.
Hundred Dollars 0 2 4 6 8 10
1985
1987
Amount paid by company and employee for a Caesarean section under a typical new plan.
Thousand Dollars 0 1.5 3.0 4.5
1986
1988
Employee cost
Company cost

Source: The Wyatt Company

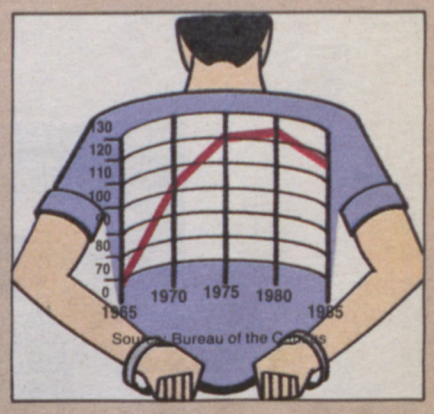
Youth Arrest Rate Passes 1 in 10

The number of arrests of young people soared from 128,700 in 1965 to 235,600 in 1985. There were particularly large increases in arrests for drunk driving, drug abuse, and larceny/theft.

In 1985, more than 1 in 6 arrests were of children under 18.

The arrest rate for young adults, aged 18 to 24, rose from 13 per 1,000 people in 1950 to 117 per 1,000 in 1985.

Annual number of arrests per 1,000 persons age 14-17



Source: Bureau of the Census

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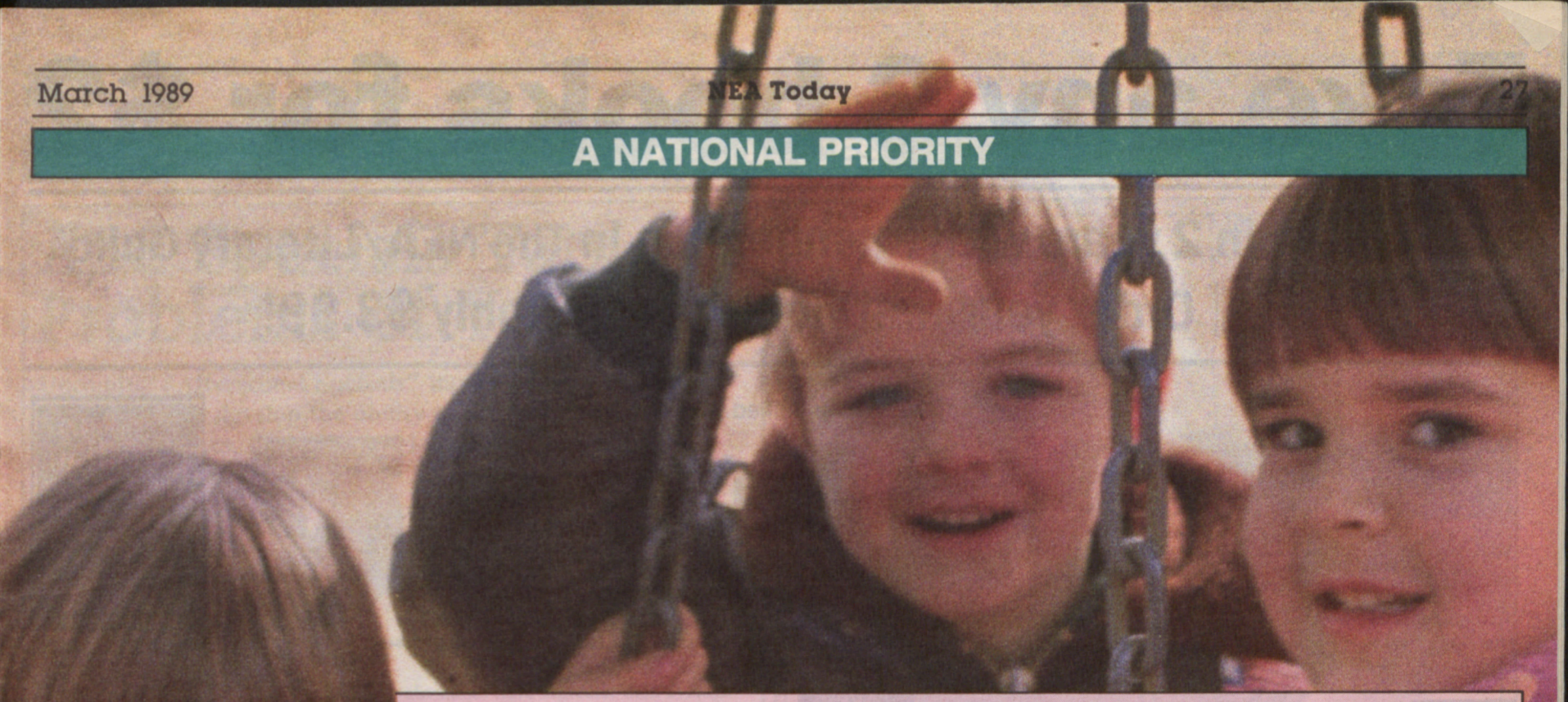

THE Child Care Challenge

With local initiative and federal clout, NEA is leading the drive for quality day care.

At Dundalk Middle School, four-year-old Serafina Leitzer and three-year-old Rachel Lachance play happily, painting multicolored valentines to give to their parents. As their children play in the nearby school, Sera's parents, Angela and Winfield Leitzer, and Rachel's mother, Sandy Lachance, carry on their teaching duties, knowing their children are safe and well-cared-for.

Dundalk's child care center is the result of an innovative partnership between the Teachers Association of Baltimore County (TABCO) and the county school board. The two teamed up in an effort to help solve a pressing local problem: the need for quality, affordable day care.

Child care is a pressing issue on the national agenda as well. During the last session of Congress, over 100 child care–related bills were introduced—many of them will be on the legislative docket again this year.

While a candidate for president, George Bush acknowledged the importance of the issue by proposing his own child care plan.

On Capitol Hill, NEA lobbyists are pushing for a comprehensive child care and development plan that guarantees access, affordability, and high quality.

There's reason to hope that federal assistance may be around the corner, but that wasn't true six years ago when exasperated teachers in Baltimore County finally turned to their Association for help.

"We were spending more and more sick and personal leave to take care of our kids because we couldn't find decent, affordable day care," says TABCO member Sandy Lachance.

Mary Streb, chair of TABCO's child care task force, took the lead in designing the program. As a direct result of her efforts, TABCO and the school board agreed on terms that made the Dundalk center possible.

Under the agreement, Baltimore County provides free space; TABCO members and other Board of Education employees using the facility pay $60 per week for all-day care for each preschooler. TABCO is also paying $10,000 for new playground facilities.

Last summer, TABCO solicited bids and hired Open Door of Baltimore, Inc., a nonprofit day-care provider, to staff and run the center.

"The benefits are endless," says Open Door's President Jeanne Page. Open Door also operates 11 school-based centers offering before- and after-school care in Baltimore County.

Across town at Pine Grove Elementary School, for example, parents of kindergartners pay $15 a week for before-school care and $20 a week for after-school care, substantially less than other options.

Besides cost savings, parents appreciate the convenient school locations—and the peace of mind that comes from quality care.

"Through the public schools, the children have access to a speech therapist, a reading specialist, a counselor, recreational facilities, and other special services that most parents must pay extra for," says Page.

"Moreover, about a third of the 500 children in the centers come from single-parent homes, and a number of them would be at home on their own were it not for the centers. At the centers they enjoy security and companionship. Their confidence and self-esteem soar."

"What we've done in Baltimore County," adds Streb, "is open employers' eyes to the need for child care and provide the impetus for them to take action."

—Anita Merina

What Makes a Good Child Care Bill?

As a leader in the quest for national child care legislation, NEA has taken a strong stand to ensure the quality and integrity of the federal initiative. What is NEA looking for in a child care bill?

- ► emphasis on early childhood development services provided by trained, certified staff
- ► improved access to quality child care services
- ► federal protection that ensures nondiscrimination and separation of church and state
- ► support of school-based programs and federal standards to increase the availability and quality of child care services by nonpublic providers (coordinated with the public school system).

Two child care bills recently introduced in the 101st Congress—one in the Senate and one in the House—have NEA support:

Smart Start (S.123), introduced by Sen. Edward Kennedy (D-Mass.), urges all states and localities to provide—or expand—quality preschool educational programs for 4-year-olds, particularly those at risk. This measure supplements Head Start programs and stresses coordination with the public school system.

Child Development and Education Act of 1989 (*H.R.3*), introduced by Rep. Augustus Hawkins (D-Calif.), authorizes $2.5 billion to be divided into thirds to supplement Head Start funding for early care and early education, to provide for school-based child care and development, and to fund infant and toddler child care.

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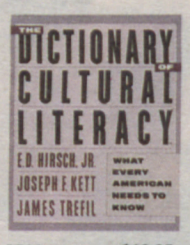

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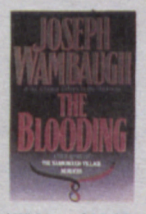

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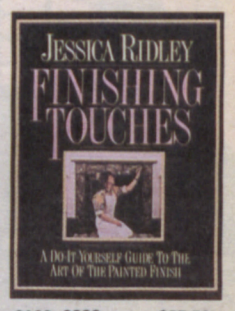

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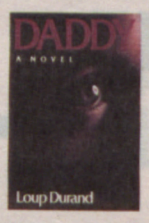

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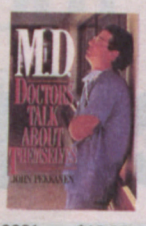

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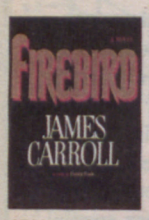

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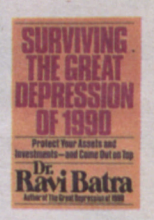

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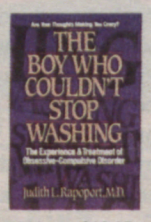

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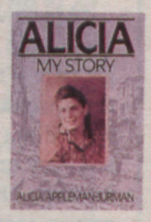

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RESOURCES

ABC Specials Target Problems of Youth

Upcoming "Afterschool Specials" have a common theme: When students develop the ability to face up to certain truths about themselves, they gain self-knowledge that will help them solve critical problems.

Just Tipsy, Honey

(closed-captioned)

Thursday, March 16, 4-5 p.m. ET

Grade Level: 7-12

Subject Areas: Health, substance abuse education, language arts, social studies, math, values clarification, family living, creative arts, drama, media production, science, music.

Synopsis: To the outside world, the Adamses are a typical American family. But beneath the surface, Patty and her father are struggling to protect Patty's alcoholic mother. Dennis, a

Sharon Beard

classmate of Patty's, takes her to a meeting of Alateen, the Alcoholics Anonymous group for teens with alcoholic family members. Gradually, Patty realizes that she's neither alone nor unique. "Just Tipsy, Honey" makes clear that only the addict can solve his or her own problem.

Points for Discussion

► Patty cares for her family—usually a positive quality. Why is her caring misdirected? What is the term for a person like Patty or her father?

Invite a representative from Alateen to speak about the organization to the class.

To Mr. and Mrs. Adams, Patty's attendance at Alateen is family disloyalty. Why?

Studies show that children of alcoholics have a greater-than-average chance of becoming alcoholics themselves. Recent findings suggest a genetic link. Research this theory and discuss.

What do students think will happen to the characters in this story? Have students work in groups to write and act out epilogues to the film's conclusion.

► Assign alcohol abuse topics to the students: short- and long-term biological effects of alcohol on the body; chemical metabolism of alcohol in the body and the brain; psychological and sociological effects of alcohol abuse; numbers and statistics clarifying the cost of alcohol abuse to society in money, injuries, and lives.

Are the implications of drinking different for men than for women? For young people than for adults? For mothers than for infants? What treatments exist, and how effective are they?

Have the students present their findings as documentary news reports, using visual aids like charts and graphs whenever possible.

► Help students develop a questionnaire to survey the problem of alcohol abuse at your school. (You may want to use the "Alcohol/Drug Survey for Athletes" and the "Alcohol/Drug Survey for Coaches" from "Team Up for Drug Prevention with America's Young Athletes," published by the U.S. Drug Enforcement Administration.) Arrange for questionnaire anonymity and get as complete a sampling as possible.

Kerry Hayes

The Cheats

(closed-captioned)

Thursday, March 30, 4-5 p.m. ET

Grade Level: 7-12

Subject Areas: Values clarification, language arts, drama, fine arts, media production, music, social studies.

Synopsis: Three friends—Lynnie, Holly, and Robin—are angered by what they perceive as an unfair final exam, so they steal the answers from the school office. They give a copy to another friend—Beth—who doesn't use it. The headmistress, Dr. Daniels, thinks she knows who the culprits are, but their friends uphold a "code of honor" and will not reveal their identities. "The Cheats" deals with the devastating results of dishonesty on people's careers, relationships, and lives.

Points for Discussion:

► Does your school have a code of honor or ethics? Can students give examples of other codes of honor or ethics?

Examine classroom, family, and personal ethics in the context of the program.

► Have students analyze the lyrics of contemporary songs—like "Welcome to the Jungle" by Guns and Roses, "We Are the World," or the work of Tracy Chapman—that contain social commentary. How do student concepts of personal honor and ethical values compare to the moral views described by these musicians?

► "Everybody cheats, right?" Dr. Daniels asks rhetorically—and ironically. Have students cite examples of well-known personalities who have cheated in fields like sports, science, business/finance, government/defense. Do they think Dr. Daniels' sad conclusion is correct?

Have the students write a story about someone who does one small thing that has far-reaching effects. How can the ever-widening repercussions be stopped?

► Compare the concepts of honor and honorable behavior in the film with the same concepts in books and plays that students have read (e.g. *Les Miserables* by Victor Hugo, *The Crucible* by Arthur Miller, *The Scarlet Letter* by Nathaniel Hawthorne, and *Othello* by William Shakespeare.

In each case, how do the characters define/uphold honor? How do students feel about the personal sacrifices many of these characters make?

► Have students stage a mock trial in which Dr. Daniels brings a civil suit against Beth for damages to her career resulting from the cheating scandal. Let students role-play different characters in the film, as well as the judge, jury, and lawyers.

Stepfather*

(working title)

(closed-captioned)

Thursday, April 20, 4-5 p.m. ET

Grade Level: 7-12

Subject Areas: Social studies, language arts, science, values clarification, health, family living.

Synposis: Debbie—a girl with divorced parents—suffers one great loss and nearly another. After the death of her mother, her father feels that Debbie should live with him, reasoning that a quick, complete break with her past and her stepfather is the best way for her get on with the rest of her life. With the help of a friend at the Legal Aid Society and extensive research, Debbie learns she can seek a legal remedy for the right to live where she chooses. But more than legal rights and guardianship, "Stepfather" is about a father learning to respect the complex needs of his child.

Points for Discussion:

► At one point, Debbie remarks, "As a teenager, I'm always being told to take charge of my life, but when it comes to something really important, suddenly I'm a child—a little girl who can't speak up and is supposed to do as she's told."

Discuss Debbie's complaint with your students. Do they ever feel that adults treat them inconsistently—sometimes as grown-ups, sometimes as children? If they were adults, how would they treat young people?

Have students write about a personal experience when adults treated them inconsistently and about the difficulties of growing up in our society today.

► In the film, Debbie and her father successfully negotiate an "out-of-court settlement." What does that mean? Why is it productive in this case? What methods does Debbie use to reach the compromise?

► Poet Robert Frost wrote that "Home is the place that, when you go there, they have to take you in." Have students define what "home" means to them. Where does the character Debbie feel at home? Why?

Have students research the meaning of "home" and "family" in other cultures. Display your findings on a bulletin board.

► In the film, Debbie's stepfather, Tim, is deaf. What behavior patterns and special tools does Tim use to deal with his impairment?

*Story is under development and therefore subject to change.

This study guide was written by Nancy Karkowsky for KIDSNET, a Washington-based clearinghouse for children's television and radio. For a more extensive study guide to these spring 1989 "Afterschool Specials," contact ABC Community Relations, Dept. NEA, 77 W. 66th St., 9th Fl., New York, NY 10023-6298.

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INTERNATIONAL

Bill Burke/Page One

Mariam Mar'i, *a Palestinian, was born in 1945 in Akka (the city the Crusaders called Acre), in what is now Israel. Her family fled to Lebanon in 1948, during the creation of Israel. They returned in 1952.*

Holding a Ph.D. from Michigan State University, Mar'i is the first Muslim woman in Israel to earn the doctorate and is at present the only Arab woman to teach at Haifa University, where she's a professor of education.

Mar'i directs Akka's Arab Child Development Center, run by the Akka Women's Federation.

Edna Zaretsky, *who is Jewish, was born in 1941 in Haifa. Her father's family had lived for 150 years in what was then Palestine. Her mother's immediate family left Poland for Palestine in 1933. Many of her other relatives were killed by the Nazis.*

A sociologist and educator, Zaretsky is pursuing graduate studies at Haifa University. She's also working with Israel's Ministry of Education to train teachers in teaching democracy and coexistence.

For 25 years Zaretsky's been doing social work among Jewish and Palestinian young people.

Bill Burke/Page One

Two Israeli educators are working with Palestinian and Jewish youth to promote respect and understanding.

Building Democracy

Recently Mariam Mar'i and Edna Zaretsky visited 10 U.S. cities under the auspices of New Jewish Agenda, a U.S. Jewish organization that works to further traditional Jewish values of peace and social justice. In Washington, they spoke with Jane Power of NEA Today.

How do you get Palestinian and Jewish youth to work together?

Zaretsky. Both of us have worked in Partnership, a Jewish-Palestinian center in Haifa. We started out with a group of teens from a poor Jewish neighborhood in Haifa and from the Arab town of Shafa 'Amr. We were training them to be leaders, to help others.

Mar'i. Partnership developed a three-day workshop to deal with the personal, social, and political issues. Teens have a personal common ground, so the first day we'd share that—experiences, wishes, the different levels of freedom.

Zaretsky. The idea is that it's not enough to *know* the other is a human being—it's necessary to *experience* the other as a human being.

Mar'i. The second day, we deal with their cultural and societal identities, with their differences in background. The last day we get to the hard issues—political and national identity. These teenagers are accountable for the future—in two years they'll be voting. What kind of country do they want?

What methods do you use in working with the kids?

Zaretsky. They're the usual methods that U.S. teachers know—communication exercises, simulation games. In one exercise, we read a text full of stereotypes about one group and tear it apart, then we find out that this text was originally written about the other group. We have a listening exercise where you can only ask questions, you can't state your own position.

One evening we ask the students to bring some part of their culture that shaped them—a song, poem, artifact—and explain when they first met it and why it means so much to them. There's an atmosphere of openness, and everyone gets close to the dreams of the other. Sometimes what people bring is their longing for a homeland, and in that atmosphere it's not threatening.

Mar'i. In each group of 10 to 15 young people there's a Palestinian moderator and a Jewish moderator, so neither group feels unprotected.

Do schools ever conduct this kind of program?

Zaretsky. There are a few Palestinians in vocational schools or in academically very good schools, but usually the Palestinian and Jewish students aren't in school together. When they are, the Palestinians pay, one way or another. They get cut off from their own community. And every day or two there's some incident of violence or hostility on one side or the other in the news, and the Palestinians in predominantly Jewish schools feel isolated.

So most children don't have such experiences, unless someone comes in from the outside to do it. Teachers don't feel equipped to do it, and they're afraid of how the kids will react.

How does the project for the Ministry of Education work?

Zaretsky. We form clusters of five or six different kinds of schools with both Jewish and Arab student bodies. The first year the principals got together. Now the teachers are meeting together. The students are working in their own schools on the program. Next year they'll all get together too.

In my cluster I insisted on having an Arab partner as a co-moderator. I can try to feel like a Palestinian, to get inside the skin of a Palestinian, but in the end, I'm not a Palestinian. The Palestinians want to see someone that they know shares their feelings.

Mar'i. But there's one big problem in the Ministry of Education programs. In the Palestinian schools, the ministry wants the kids to understand the Israeli response to what the Israeli government calls the "disturbances" in the West Bank and Gaza Strip. The students feel the program is a trap. Can anybody guarantee they won't be harassed if they're honest?

Zaretsky. In Partnership we realized we'd been working so Jews could understand what's going on with the Palestinians. That was serving the Jews' needs, but we didn't want to just exploit the Palestinians for our own information. Now we've developed a political objective—for Israel to be a democracy with equality for everyone.

We're developing new structures. In studying the way people organize to bring about social change, I've learned a lot from the way Blacks organized in the U.S. To change Israeli society, Palestinians may need to get organized by themselves, perhaps to do political work, in addition to working in something like Partnership, and Jews can work on developing democratic, inclusive attitudes.

Do you teach Jewish and Palestinian students together in your education courses at Haifa University?

Mar'i. I teach educational leadership to Palestinian and Jewish students—not just studying theoretical characteristics of leaders but uncovering their own leadership characteristics.

In those mixed classes at the University, we work with the things all teachers have in common. We could teach the same course in the United States. But in groups of Palestinian teachers, we go more into culture. People are aware of political identity, but cultural identity and its effects have been ignored.

What about Palestinian teenagers?

Mar'i. I counsel in what's considered academically the best Palestinian high school. Those students, too, are expected to be future leaders—more than 99 percent of them pass the matriculation exam for universities. A major aim in socializing Palestinian adolescents is to build pride in their cultural background, without chauvinism. That's the best thing for my community, and our people are ready to hear about it.

He ran a 4.4 40, a 9.5 100 and a 50 sec. 440.

Unfortunately, he made a 1.0 in high school.

Russell Corporation salutes those who choose to exercise their minds and make the grade. For they are the true winners.

A quality education wears well on everybody.

If you are interested in our "Stay in School" poster series, write Russell Corporation, P.O. Box 272, Alexander City, AL 35010.

YOU AND YOUR RETIREMENT

MAKING THE MOST OF YOUR MONEY

Last month's NEA Today *asked, "Are You Ready Financially To Retire?" The charts provided helped you figure out which was larger—your anticipated retirement income or your expenses.*

This month, financial writer Mary Rowland visits the Grahams—a fictitious couple representative of many NEA retirees. Rowland takes a look at their budget and offers advice—for those nearing retirement or already retired—on how to make the most of a nest egg and provide for medical care.

Herbert and Julia Graham are retired teachers who live in a medium-sized city in the Southeast. Herbert, 65, was a high school English teacher until he retired last year. Julia, also 65, was the school's math teacher.

The Grahams live in a comfortable home with no outstanding mortgage. They own two cars. Like many retired people, they'll be traveling a lot and need a reliable automobile, so they plan to buy a new one every four years and pay cash.

The Grahams' three-bedroom home is worth about $100,000. They have $8,500 in liquid assets, which they keep in a checking account. Each of them has a $20,000 life insurance policy naming the other as beneficiary. They also have $100,000 in investment assets, which they keep in a bank passbook account.

A typical monthly budget for the Grahams is shown below.

The Grahams are living comfortably. But they need to put their investments to work for them.

First, they should reduce the balance in their checking account to the minimum required to avoid paying monthly fees—perhaps $1,500. The other $7,000 should go into a money market mutual fund or money market bank account that earns interest.

Second, even with conservative investments, they can earn more than the 5¼ percent passbook rate. They might split up their $100,000 investment portfolio like this: 65 percent invested for safety, 25 percent for income, and 10 percent for growth.

A balanced selection of safety investments might include a money market fund or money market account for liquidity; bank certificates of deposit; and U.S. Treasury securities, which can be purchased from banks, from brokers, or direct from the Federal Reserve.

The 25 percent—or $25,000—invested for income could be divided between two or three conservative income mutual funds like an equity-income fund, a high-grade corporate bond fund, and a Ginnie Mae fund.

The $10,000 in growth investments could be split between two top-performing mutual funds that invest for growth or for growth and income.

The Grahams know that their biggest unknown is medical costs. Herbert says that Medicare covers only about 50 percent of their total annual medical bills, so they know they need additional coverage.

Unlike some retired teachers, the Grahams didn't have the option of continuing the medical benefits that covered them while they were employed full time. They've had to look elsewhere for the coverage they need. Unfortunately, they've bought too much coverage and are paying too much for it.

What they've elected to do is buy several different Medigap policies, reasoning that the more coverage they have, the better. The Grahams hope that by spending a lot on medical insurance, they'll avoid spending anything on medical bills.

This is a classic mistake. Insurance is designed to pay for the unexpected, not for routine expenses. It's cheaper—and saves the hassles of filing claims—to pay the predictable medical costs yourself and insure for the big things.

The Grahams should scrap their policies and buy one basic Medigap policy, like the one offered through NEA Special Services, for $20 or $25 a month. Because of the new federal Medicare/catastrophic illness coverage that began in January, retirees no longer need separate catastrophic health insurance, insurance experts say.

So the Grahams can bank the $335 they'll save on Medigap and catastrophic health coverage each month, more than enough to pay their additional medical bills. (The new Medicare coverage also means that all current Medigap policies need to be amended. Like all retirees, the Grahams should be expecting their insurance company to send a letter detailing the changes in their policies.)

Herbert and Julia are also concerned about the possibility that one of them will become chronically ill and need nursing home care. They wonder whether they should buy a long-term care policy.

Experts say they should hold off for a year. A number of bills in Congress hold promise of providing federal long-term coverage for retirees. But if retirees are concerned that they'll need a nursing home within the next year, they should look for a policy that doesn't require hospitalization prior to the nursing home stay. A good policy pays $100 a day after a 20-day waiting period, has an unlimited benefit period, and costs about $90 a month for each person covered.

By making these changes in medical coverage, the Grahams will be able to add more than $300 a month to their investment portfolio. If one of them dies, the other might want to consider using much of the investment account to buy an immediate life annuity—that's an insurance company product that begins immediately to pay a regular monthly income guaranteed for life.

The annuity income would make up for the loss of income from the spouse who died. For example, if Herbert were to buy an immediate life annuity with $150,000 when he reached 70, he would be guaranteed payments of $1,624 a month for the rest of his life. At the same age, Julia's payments would be $1,478—lower because she'd be expected to live longer.

Herbert and Julia Graham are lucky to be starting their retirement on a sound financial base. With a few changes in their savings and insurance arrangements, and always barring the unforeseeable, they can look forward to living out their lives in comfort and security.

INCOME

Herbert	
State retirement benefit	$1,200
Annuity payment	$ 300
Social Security	$ 839
Julia	
State retirement benefit	$1,000
Social Security	$ 657
TOTAL MONTHLY INCOME	**$3,996**

EXPENSES

Fixed Monthly Expenses	
Federal taxes	$415
State taxes	$ 65
Surtax for Medicare	$125
Property taxes	$ 85
Utilities	$225
Telephone	$ 50
Homeowner's insurance	$ 60
Car insurance	$ 60
Gasoline	$100
Car maintenance	$150
Medigap insurance	$350
Catastrophic health policy	$ 40
Groceries	$250
Clothing	$125
Miscellaneous	$150
Discretionary Expenses	
Church and charities	$250
Vacations, travel	$350
Golf fees	$ 75
Meals out	$200
Books, magazines	$ 50
Movies, VCR rentals	$ 35
Gifts	$150
Savings	$600
TOTAL MONTHLY EXPENSES	**$3,960**

RESOURCES

TV/Radio Tips

National Geographic Special—*PBS, Wednesday, March 8, 8-9 p.m. ET.* "Those Wonderful Dogs." True stories featuring dogs in partnership with humans. Special includes a look at one of the most famous TV dogs, Lassie. The most recent Lassie is pictured above with owner Bob Weatherwax, whose father trained the first Lassie for the series "Lassie Come Home."

Day One—*CBS-TV, Sunday, March 5, 8-11 p.m. ET.* Drama based on the Manhattan Project—the race by the U.S. to develop the atomic bomb in the early 1940s. For free teaching materials, write to CBS Education and Community Services, 51 W. 52nd St., New York, NY 10019.

NOVA—*PBS, Tuesdays, 8-9 p.m. ET. March 7:* "Secrets of Easter Island." An examination of this South Pacific island, the most isolated place on earth. *March 14:* "Legends of Easter Island." Theorists suggest past events that might explain Island culture today. *March 21:* "The World Is Full of Oil!" Scientists test their ingenuity to find underground petroleum deposits. *March 28:* "Confronting the Killer Gene." Tests can now determine whether or not a person will develop Huntington's Disease.

Soldier's Home—*The Bravo Cable Network, Sunday, March 12, 5-6 p.m. ET. Rebroadcast Monday, March 20, 9-10 p.m. ET.* Ernest Hemingway's short story about a young veteran of World War I who faces a difficult readjustment to civilian life.

Almos' A Man—*Bravo Cable Network, Sunday, March 19, 5-6 p.m. ET. Rebroadcast Monday, March 27, 9:30-10:30 p.m. ET.* Richard Wright's classic story of a young boy's struggle to become a man. LaVar Burton stars.

Biography: Henry Ford: The Tin Lizzy—*Arts and Entertainment Network, Tuesday, March 21, 8-9 p.m. ET. Rebroadcast Saturday, March 25, 11 a.m.-Noon ET.* The story of the inventor of the automobile as seen in home movies and photos from the Ford family.

The Korean War: The Untold Story—*Arts and Entertainment Network, Wednesday, March 22, 9-10 p.m. ET. Rebroadcast Sunday, March 26, 6-7 p.m. ET.* Loretta Swit narrates an investigation of the heroes, battles, and legacy of the Korean conflict.

Peter Pan—*NBC-TV, Friday, March 24, 8-10 p.m. ET.* Rebroadcast of television's 1955 production of the Broadway musical "Peter Pan." Mary Martin stars.

Learning in America—*PBS, premieres Monday, March 27; check local listings for dates and times.* Five-part series on American education.

The Infinite Voyage—*PBS. Wednesday, March 29, 9-10 p.m. ET.* "The Web of Life." An exploration of the richness of life on earth.

Free Guides for 'When I Grow Up'

Free study guides are available for the CBS series of 60-second children's segments "When I Grow Up," which premiered in September. The Saturday morning broadcasts—created by CBS and the McDonald Corporation—feature real people discussing how education helped them achieve success in their chosen careers.

To obtain a study guide, write to Dept. of Education and Community Affairs, CBS, Inc., 51 W. 52nd St., New York, NY 10019 or the McDonald Corp., Customer and Community Relations Dept., McDonald's Plaza, Oak Brook, IL 60521.

Also available from the McDonald Corp. is a "When I Grow Up" student activity/game board, developed by KIDSNET, the computerized clearinghouse of children's programming.

If success is measured by college degrees, your students can do well in the Army. We offer a number of services and programs that offer soldiers an opportunity to pursue just about any degree they want.

Army Education Centers. Nearly every Army post has an Education Center where trained counselors advise soldiers about the courses they need, and where to take them, and how to pay for them.

Independent Study. This "university without walls" program permits soldiers to earn college credits by studying on their own.

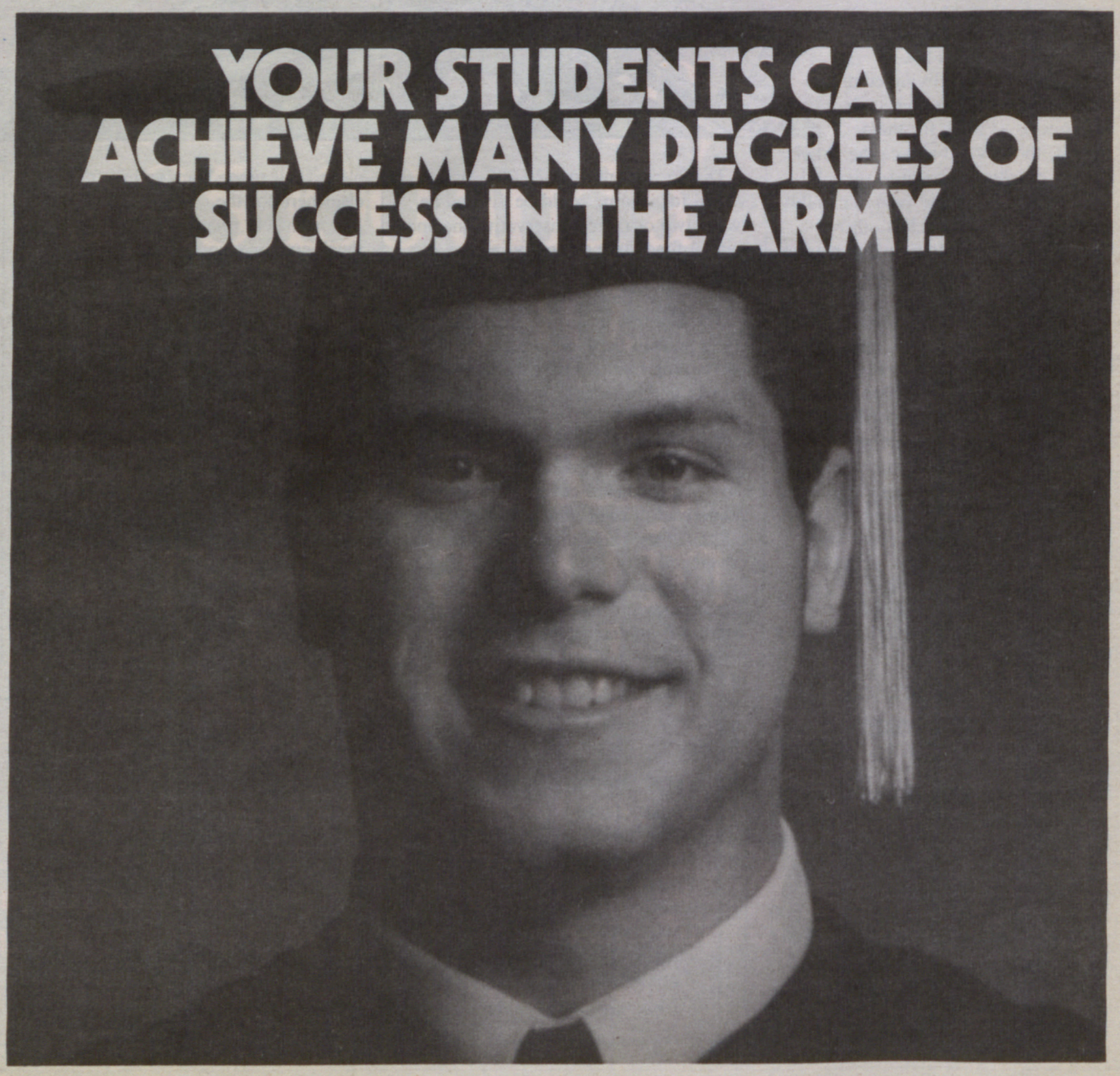
Non-Traditional Credit. In some cases, soldiers can use their military training, experience and schooling to obtain college credits.

Tuition Assistance/Financial Aid. Any new soldier may be eligible to have part of his or her tuition paid by the Army.

Additionally, the Montgomery GI Bill Plus the Army College Fund can offer as much as $25,200 toward continuing education, for qualified soldiers.

Of course, in addition to the educational benefits, the Army also offers your students some other valuable lessons about character and discipline. Lessons that will lead to success not just in college, but in life.

ARMY EDUCATION. BE ALL YOU CAN BE.



PERSONALLY SPEAKING

TRAVEL TIME

Looking for Something Different?

It wasn't too long ago that we were all pretty much alike. We ate the same foods: meat and potatoes. We read the same magazines: *Life* and *Look*. And we took the same vacations: a week or two of sightseeing.

But today, we crave individuality and variety. We eat tacos one night and sushi the next. We read magazines tailored to our individual interests. And as for vacations. . . .

Trend watchers say that travelers today demand more than a trip. They want an experience. The travel industry has responded with vacation opportunities that a generation ago only the wealthy could afford. If you're getting tired of the same vacation activities, consider something new:

► *Cruises*: Cruises aren't new, but until recently, most people never considered them because of their cost and exclusive image. Now, cruises are one of the fastest growing leisure activities, thanks to a surplus of ships and intense price competition among cruise lines.

Cruises may not seem like a choice for the budget-minded, but remember that once you're on board, there are no hidden costs. Food and entertainment are almost always included in the fare, leaving the passenger responsible only for items like gifts, drinks, and tips. Sometimes, the cruise price includes even your airfare to and from the port.

► *Theme tours*: Innovative tour operators are designing more and more trips around leisure-time pursuits. Auto racing fans can roam the pits at Le Mans, bird-watchers can stalk the marshes of Alaska, and gourmets can learn stir-frying in Hong Kong.

Whatever your passion, if it can be shared, there's probably a tour for you. Check the classified section of magazines that cover your interest.

► *Educational trips*: Many colleges and universities are offering vacation packages with an intellectual twist. On some trips, you attend lectures by top experts and later discuss what you learned with like-minded vacationers. On others, you accompany your instructor into the field to assist in an archaeological dig or in making zoological observations. Either way, you get first-hand knowledge and an exciting change of pace.

► *Adventures*: For the ultimate travel experience, there are trips that let you *do* things, not just see them. White-water rafting, African safaris, mountain climbing, biking across Europe, racing a Formula Ford, and crewing a sailing ship are just a few of the adventures for sale.

Before you sign up, be sure you are physically up to the task. Some tours require that you prove you're in good condition and know what you're doing. But don't think that it's all hardship. You'll often end the day with gourmet meals.

Whatever you're looking for, NEA Travel can be your ticket to education and adventure. NEA Travel Program participants enjoy exclusive benefits such as special discounts, "no risk" reservations, Association-controlled escrow accounts for all funds, guaranteed pricing, no-fee travelers' checks, and more.

For details and your free 1989 Travel Catalog, call the NEA Special Services Response Center's toll-free number: 1-800-637-4636.

Should You Bring The Kids?

Once upon a time, it was assumed that after the first child was born, a couple's vacation plans were forever limited to cruising the interstates in an overloaded station wagon. Luckily, this myth has been laid to rest.

Still, traveling with children isn't easy. Each age group presents its own challenges. It pays to plan ahead.

► *Infants*: The main headache when traveling with infants is the tremendous amount of stuff they require. The solution is to plan ahead.

Hotels may have cribs, strollers, tubs, and babysitting services you can use. Most car rental companies have car seats. Some airports and cruise ships have day-care facilities.

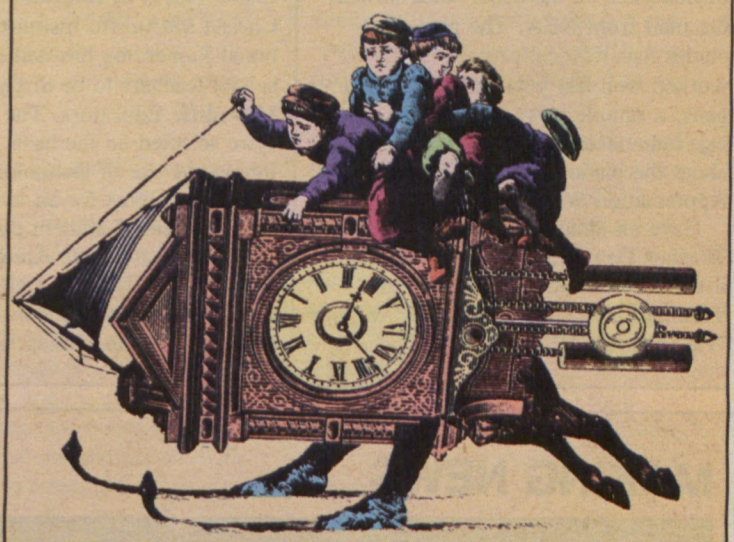
► *Children*: Short attention spans can make vacations with children trying. To a six-year-old, Notre Dame is just a church, and San Francisco is just a hilly place that makes your legs tired.

The solution is to teach them about your destination before you leave. Tell them what to expect and what it will mean. One family rented movies set in the countries they planned to visit.

► *Teens*: There comes a time in most adolescents' lives when being seen in the company of one's own parents is the very definition of embarrassment. No family spends 24 hours a day in each other's company when home, and yet many parents wonder why their teens get so contrary after a week of being together.

The solution is to give your teens some freedom during the trip. If they're old enough or if you'll be staying with someone who can chaperone, let them make a few excursions on their own. If not, let them plan part of the itinerary.

Travel with Your Children—a resource center for parents and travel agents—publishes a monthly newsletter, "Family Travel Times." For more information and a sample issue, send a stamped, self-addressed envelope plus $1 to: TWYCH, 80 Eighth Ave., New York, NY 10011.



Staying Healthy on the Road

Vacations don't come cheap. That's why you want to feel your best while you're away. Here are some hints for keeping fit on your trip:

► *Get in shape*. You should start "training" long before you leave, especially if your itinerary includes a lot of activity. Walk, jog, swim, or bike to build up your endurance. But don't overdo it—you don't want to tour the Louvre on crutches.

► *Travel in comfort*. Sitting in a plane or car for a long time can tire anyone out. Wearing loose-fitting clothes and comfortable shoes will help, as will stretching or walking around every hour.

If you suffer from motion sickness, sit near a window so that you can fix your eyes on the horizon. You can also take over-the-counter medications, or ask your doctor about the Transderm Scop skin patch.

► *Be prepared for flying*. Airplane cabins are especially hostile environments: low in oxygen and moisture, and high in ozone, an irritant. Drink plenty of water, but avoid alcohol—it has twice the effect in the air that it does at sea level. If you wear contacts, take them out or bring plenty of solution.

If you have a cold, take decongestants before the plane takes off to clear your ears and sinus passages. And never have dental work done within 24 hours before flying—the change in pressure can cause excruciating pain.

► *Be prepared for illness*. If you take medication regularly, bring a supply in your carry-on luggage. You may need a letter from your doctor to get it through customs in some countries, so check ahead. Also, take an extra pair of glasses, a copy of any prescriptions you may need, hearing aid batteries, and anything else you can't live without.

Be sure to check your health insurance policy before leaving to determine your coverage. This is especially important if you belong to an HMO or other prepaid health plan.

► *Avoid trouble*. Certain parts of the world present health risks Americans are not usually exposed to. The most common is "traveler's diarrhea," unpleasant but usually not dangerous, though it can ruin a short trip. Take a 1-liter plastic bottle of water for drinking and brushing your teeth when you're heading for high-risk areas.

Diarrhea's caused by microorganisms in the water that your system is not used to—not necessarily 'dirty" water. (Some people from abroad get sick drinking our water.) Taking Pepto Bismol four times a day, starting the day you leave, may also help prevent its occurrence.

► *Get help if you need it*. More dangerous maladies can be a problem when visiting less-developed countries. If you're going off the beaten path, obtain a copy of "Health Information for International Travel" from the U.S. Public Health Service.

Also, the International Association for Medical Assistance to Travelers (IAMAT) offers its members a directory of English-speaking physicians and publishes information on immunization requirements and climatic and sanitary conditions around the world. Write IAMAT at 2417 Center Street, Lewiston, NY 14092, or call 1-716-754-4883.

Your NEA

REACHING OUT

On Tap: The Third National Conference

NEA's third national conference for the 1988-89 school year will take place next month. "Association Advocacy: What Serves Learners Serves Education Employees" is the theme of this final conference, to be held April 7-9 in Denver, Colo. If the conference topic piques your interest, you can register by calling call Mabel Barker at NEA Communications Services, 1-202-822-7220.

Plan Now for Teacher Day '89

To celebrate National Teacher Day '89, scheduled for Tuesday, May 9, local Associations can turn to a packet of materials on the observance now in the mail from NEA. The packet includes lists of local projects that worked well last year, clip art and slogans, a sample news release and broadcast announcements, and information about the National PTA's Teacher Appreciation Week activities.

Have an idea for an innovative Teacher Day observance? Please send it to NEA Communications, Attn: Teacher Day, 1201 16th St., N.W., Washington, DC 20036.

ESP Conference Set for April

NEA will hold its national conference for education support personnel April 14-16 at the Hilton Hotel in Las Vegas, Nev. NEA President Mary Hatwood Futrell will address participants.

Workshops will run the gamut from how to deal with provisions of the Fair Labor Standards Act to facing the media and understanding health and safety testing.

For registration information, call Ed Bontempo at NEA Affiliate Services, 1-202-822-7139.

NFIE Names '89 McAuliffe Educators

The National Foundation for the Improvement of Education and its Christa McAuliffe Institute for Educational Pioneering has named five public school teachers to be this year's Christa McAuliffe Educators. The teachers were selected on the basis of their innovative use of technology to restructure curriculums for an increasingly diverse national student population.

The Educators are Aprill Hastings, Mayville-Portland (N.Dak.) School District; William Hudson, Jr., Dunbar High, Ft. Worth, Texas; Les Litherland, Everitt Junior High, Wheat Ridge, Colo.; Adrienne Moreland, Hanson Lane Elementary School, Ramona, Calif.; and Walt Tremer, Southern Lehigh High, Center Valley, Pa.

Each Educator will receive a $5,000 honorarium, and together they'll design a summer conference for other teachers to capture their concepts for broader educational use in local school districts.

Concert Will Benefit Homeless

NEA, the American Choral Directors Association, and dozens of members of Congress have endorsed "America Sings"—a celebration to benefit homeless children.

Some 10,000 young singers from around the nation are now raising funds for the homeless—and for their own travel to Washington, D.C., where they'll give continuous performances all day Saturday, April 29, on 20 stages on the grounds of the Washington Monument.

The youth are raising money to help homeless children through a variety of school and community projects. Students in Alabama and Indiana, for instance, spent nights on the street to demonstrate solidarity with their less fortunate peers, and took pledges for the number of hours they spent on the street. And a grocery store in Alaska, through a donation of funds from cents-off coupons, is helping a Fairbanks high school collect more than $75,000 for the homeless. The youth will present their donations at the April event.

"Stand and Deliver" To Air on PBS

"Stand and Deliver," the story of NEA member and Los Angeles math teacher Jaime Escalante, will air on PBS' American Playhouse on March 15 at 9 p.m. ET. (Check local listings as air times may vary.)

How About a Peace Corps Stint?

If you're an active or retired K-12 teacher, consider accepting a Peace Corps assignment in the Philippines. The Peace Corps needs 46 volunteers for two-year assignments beginning this July.

Applicants must be U.S. citizens, in good health, and experienced in teaching the primary grades or secondary math, science, or English. Prior experience as a teacher trainer is not necessary.

The Peace Corps gives volunteers transportation to and from their assignment, medical care and living expenses, plus $200 for each month of service, which they receive when they complete their assignment.

To request more information or to obtain an application, call 1-800-424-8580, ext. 93.

Send for Fire Safety Kit

A kit on preventing fires caused by alternative heating is available at no charge from the U.S. Fire Administration.

The kit includes handouts, a quiz, a workbook, media materials, and tips on promoting a "Check Your Hot Spots" program. Although the material is geared to persons living in rural areas, urbanites who use space heaters to supplement central heating will also find it helpful.

To obtain your "Rural Fire Safety Kit," write to United States Fire Administration, Office of Fire Prevention and Arson Control, 16825 S. Seton Ave., Emmitsburg, MD 21727.

Attend Bicentennial Workshops

The Bicentennial Leadership Project of the Council for the Advancement of Citizenship is sponsoring one-day workshops on educational programs, curriculum materials, resources, and events for the commemorative period of the Bicentennial of the U.S. Constitution (through 1991).

The final workshop of the school year—cosponsored by the Middle States Council for the Social Studies—will be held Thursday, April 6, at the Radisson Annapolis (Md.) Hotel.

For more information, contact the Council for the Advancement of Citizenship, Bicentennial Leadership Project, 1724 Massachusetts Ave., N.W., Suite 300, Washington, DC 20036.

Nominations Now Open For NEA Broadcasting Awards

NEA announces nominating procedures for its 1989 "Awards for the Advancement of Learning Through Broadcasting." The awards are given annually to programs that have a significantly positive effect on personal growth and education in general.

Specific criteria include motivational techniques to capture interest, compatibility with classroom instruction, fairness, accuracy, lack of bias, and high technical standards.

Categories include documentary or educational productions for general audiences, documentary or educational productions for children, dramatic productions for general audiences, and dramatic productions for children. Programs broadcast between May 1, 1988 and April 30, 1989 are eligible. Deadline for entries is May 1, 1989.

For more information or to receive a nomination form, write to Awards for the Advancement of Learning Through Broadcasting, Communications, NEA, 1201 16th St., N.W., Washington, DC 20036.

MAKING NEWS

► **NEA President Mary Hatwood Futrell** recently participated in a national teleconference on "Managing Instruction for Equity and Excellence," sponsored by the North Central Regional Education Laboratory and PBS. In a prerecorded session taped at PBS studios in Alexandria, Va., Futrell discussed student tracking and tracking alternatives. During the broadcast, audiences at 10 satellite downlinks across the country phoned in questions and comments to education-researcher hosts Richard Allington, Jeannie Oakes, and Robert Slavin.

The Association of Teacher Educators named Futrell Distinguished Educator for 1989 at its recent annual meeting in St. Louis. Past recipients include Harry Judge, head of graduate education at Oxford University; Leo Buscaglia, author/lecturer; and Asa Hilliard, Georgia State University professor.

► NEA is now an underwriter for both public television and radio. It has joined forces with the Corporation for Public Broadcasting, a major funder of public broadcasting programming and promotion.

NEA President Mary Hatwood Futrell recently presented a check for $200,000 in underwriting for the fourth year of Project Literacy U.S. (PLUS) to Margot Woodwell, vice president and station manager of WQED-TV Pittsburgh and PBS project director of PLUS. The monies will be used toward production of a documentary dealing with literacy and mentoring, promotion, and related community outreach work. Since the cooperative PBS-ABC/TV Project Literacy effort began three years ago, thousands of people have learned to read and have volunteered to teach reading skills.

This summer, the Association will become an underwriter for a year for National Public Radio's news and information programming. Underwriting credits for NEA will be heard on such critically acclaimed NPR programs as *All Things Considered* and *Morning Edition.*

LOOKING BACK

Russ Kamnack

Association member Connie Iverson works with homeless children who attend school at the Tacoma, Wash., YMCA.

► Even though there are now an estimated 700,000 homeless children in the United States ("No Place To Call Home," Sept. 1988), there are still only a handful of schools that operate specifically to educate homeless children. One that opened just last fall is a joint effort of the Tacoma, Wash., school district and the YWCA. Classes are held at the Y.

The school started as a service for children staying with their mothers at the Y's battered women's shelter, but now serves children living in any Tacoma shelter. Its existence means that these children don't have to move from one school to another every time their families move from one shelter to the next. An average of 32 students attend the school each day.

Association member Connie Iverson is the teacher. She notes another plus: "Here nobody laughs at the kids because they don't have a home or because they don't wear nice clothes. They're all victims of deprivation, violence, and poverty. For a lot of these kids, school is the only safe place they know."

Iverson and her students were the subjects of an ABC-TV *20/20* segment on the homeless that aired in January.

► Houston, Texas, is another district trying to help homeless youngsters. . .but with mixed results. In January, Houston officials opened schools at night as shelters for children living on the streets. The program was suspended after eight nights, however, because during that period a total of only eight youths sought shelter.

Under a modified program now in effect, the Houston schools stay open until 10 each night so that homeless children can come there to get referrals for the social services they need.

Houston superintendent of schools Joan Raymond believes there are many homeless students in the district, but, she claims, "they're not coming to the shelters."

► The Census Bureau ("Stand Up and Be Counted," Feb. 1988) has announced it will list the names of nine Asian and Pacific Island racial groups on the 1990 census form rather than use the past practice of requiring such identifications to be written in.

The policy change is a victory for Asian-American organizations, several members of Congress, NEA, and other organizations that contend people will be more likely to respond to such a question if they can check off a box rather than write in a name. Lack of responses to the racial identity question has consistently led to underestimates of the nation's minority populations.

The new census form will specifically list white, Black/Negro, American Indian (with space to write in the tribal name), Eskimo, Aleut, and the following Asian-Pacific Island groups: Chinese, Filipino, Hawaiian, Korean, Vietnamese, Japanese, Asian-Indian, Samoan, and Guamanian. In a final box, respondents can check "other" and write in groups like Hmong, Cambodian, Pakistani, or Laotian.

► A new report, *The Relationship Between Nutrition and Learning* ("Good Nutrition Helps Children Learn," Oct. 1988), funded by NEA and written by the Food Research and Action Council, explains what schools can do to ensure that no child is denied equal opportunity to learn because of hunger or poor nutrition. The report points out that school breakfast and lunch programs are as essential to good education as English, math, and science lessons.

For a single copy of *The Relationship Between Nutrition and Learning: A School Employee's Guide to Information and Action*—a booklet that suggests what you can do to improve child nutrition programs in your district—send $6.95 (nonmembers send $8.95) to NEA Professional Library, P.O. Box 509, West Haven, CT 06516. Ask for stock no. 1472-3-00-D (nonmembers ask for stock no. 1472-3-10-D). Discounts are available for bulk orders.

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Letters

School Reform

"No More Business As Usual" (Feb.) deals with innovative teachers and mentions the Coalition of Essential Schools led by Ted Sizer of Brown University.

I am a student at California State University-Sacramento and am planning on teaching. I was very impressed with this article and what seem to be a few sparks in the education system. Speaking as a mother of a high school student, I can only hope that these sparks spread and become a raging forest fire.

Can you tell me where I can get information about the Coalition and what they are doing?

Garnet McQuitty
Fairfield, California

For more information on the Coalition of Essential Schools, write to Brown University, Education Dept., Box 1938, Providence, RI 02912. For more information on the Medford, experiment, write to the teachers who originated Senior Projects at: Energetic Designs for Growth in Education, 1067 Court St., Medford, OR 97501.

I read with interest the article on innovative projects engaging several education associations around the country. I am especially interested in Michigan's Wyoming Education Association, which is doing a communitywide campaign to get parents involved in teaching students good study habits.

I would like to get more information on this project as soon as possible and would like to know where to write to get this information.

Louise Kuester
Elk River, Minnesota

Write to Study Skills Committee, c/o Sandy Lauritzen, Wyoming Public Schools, 3575 Gladiola Ave., S.W., Wyoming, MI 49509. And read "Homework Campaign Is Community Affair" on page 7 of this issue.

Revealing AIDS

In regard to whether HIV carriers should tell their employers that they're carriers (Debate, Feb.), I quite agree with the position that the school should know. Ms. Hoersch said, "School employees are in the people business....It is appropriate that we do all we can to protect everyone else's health as well as our own." To think anything else is ludicrous. After all, AIDS is terminal. No one has found a cure for it yet.

We need to show as much compassion as possible and certainly not become paranoid about being around AIDS carriers, but we definitely should know what we are dealing with. To hide it and to protect the carrier are done at risk to all the uninfected. Rationalizing that AIDS, cancer, cerebral palsy, and epilepsy should be treated the same, as Ms. Hugstad-Vaa argued, is irrational. The other diseases she mentioned are not contagious!

I personally cringe at the thought of an HIV carrier assisting with the food preparation in any capacity or being involved in any situation which entails direct contact with children. I wonder how many parents would feel the same!

Jean Hammond
Upperco, Md.

Pay for Experience

I agree that teacher pension plans should be transferable among states (NewsBeat, Feb.). However, there is another area of concern that I never hear NEA or anyone else address.

I feel it is deplorable that teachers are unable to transfer their total years of teaching experience—levels and credit steps on the salary schedule—from one school district to another on an intrastate and interstate basis.

Why is teaching, among all job areas, professional or otherwise, subjected to an antiquated local board control system which forces a teacher to be "stuck" in a specific location forever, or to take an unfair, substantial salary decrease in order to make a lateral move to another school district?

There are numerous human rights reasons why teachers should have lateral movement rights without incurring a serious financial penalty. There are numerous disadvantages to teachers, to students, and to school districts in perpetuating this kind of unfair, restrictive career advancement system. Why can't the school systems around our country incorporate a lateral and vertical transfer program patterned after state and national park systems?

It seems to me that the present, antiquated system may be discriminatory and unconstitutional. NEA and all educational organizations interested in the betterment of education should draw up resolutions to push legislation for this long-neglected and absolutely necessary change.

I intend to write to all major educational organizations inquiring about this issue. I encourage all others who share my concerns to do the same.

Daniel Boonstra
Borrego Springs, California

Rising Health Costs

"The Rising Cost of American Health Care" (Data Bank, Dec.) caused me to wonder if NEA, with our enormous membership, might be able to make an enormous impact on the rapidly rising cost of health and dental insurance for members across the country.

Here in Reading, a committee has convened to investigate ways of decreasing the town's health insurance costs. The 240 NEA members here—as well as other municipal employees—are becoming concerned about the future stability of our health care benefits.

How much would costs be reduced if NEA were able to offer municipalities a health and dental insurance package—designed not for a few dozen or a few hundred teachers in a school district, but one based upon a pool of more than a million teachers across the country—through a major insurance carrier?

Imagine the good will that could be generated in municipalities across the country were the nation's largest teachers association able to reduce the local funding burden for health insurance by making a health insurance package available.

Jeff Cryan
Reading, Massachusetts

Our Error

I was pleased to read your cover story on children's books (Dec.). I am a librarian and my first love is children and children's books.

However, the correct title of the 1988 Caldecott winner, written by Jane Yolen and illustrated by John Schoenherr, is *Owl Moon.*

Michela DiDuro
Geneva, New York

Age and Readiness

The dilemma of readiness for first grade and kindergarten testing *has* been addressed (Dec. Letters). There is ample research to support Ms. Dougherty's observation that older first graders are higher achievers in first grade.

Research has been conducted for over 50 years—beginning with the research of Dr. Arnold Gesell and carried on by his colleagues at the Gesell Institute of Human Development—showing that 33 percent of first graders are overplaced. The results are just as Ms. Dougherty pointed out and lead to many of the reading difficulties dealt with in our Chapter 1 remedial reading programs. These studies have shown that girls should be fully six and boys fully six-and-a-half years old to have the best chance of success in the first grade.

Happily there is a remedy for this problem. Teachers can be trained as administrators of the Gesell Developmental Placement Test and pinpoint the students who are at risk for first grade failure. In some school systems, these students are tested at five and sent home or to a pre-K class to wait for maturity. In others, they are placed in a pre-first transition class after their kindergarten year.

This provides an experience-rich year that is not a repeat of kindergarten. If the child's only difficulty is immaturity, a year in a pre-first class will help that child enter first grade the following year in a position of confidence rather than dragging along at the bottom and perhaps experiencing failure in first grade.

It's an alternative that works!

Mary Lou Danner
Fayetteville, Tennessee

Readers React to NEA's Annual Magazine, *Issues '89*

Issues '89 features a vast array of insightful commentary on today's educational challenges that require complex solutions. The diverse opinions voiced in the articles add some fresh ideas that warrant consideration.

I am proud of my life membership in the NEA that was started at Virginia State College in 1956.

I look forward to the fruits of the discussion and debate that *Issues '89* generates.

Yvonne B. Miller
Virginia State Senator
Norfolk, Virginia

I wish to thank you for sending me the special edition of *NEA Today. Issues '89* will be extremely important in assessing education this last decade of the twentieth century.

As a former teacher, I can relate to each and every one of the articles in your journal. Not in a classroom at present, I have never ceased being a teacher, and I feel that I am now in the "world classroom."

With all best wishes to NEA for a most promising year.

Dorothy Hackbarth
President, UNESCO Association of the U.S.A., Inc.
Oakland, California

Is Asa G. Hilliard III the only Black expert/scholar you could find? Out of 13 *Issues '89* authors, he was the only Black one. Shame.

Joseph Hawkins
Rockville, Maryland

We just wanted to let you know how much we enjoyed reading *Issues '89.* The essays were all excellent and provided a tremendous opportunity to review what others are thinking about and doing in the field of education. It will really help in getting the mental juices flowing as we go through the rigors of publishing our own journal.

William E. Cox
President, Managing Editor
Frank L. Matthews
Publisher
Black Issues in Higher Education

The foreword to *Issues '89* suggests that the articles might challenge readers "to mobilize opposing arguments." The article, "A Nation of Monolinguals, A Multilingual World," inspired me to increase my financial contribution to organizations dedicated to making English the official language of the United States.

One fallacy of bilingualism is that "bi" means two. What two languages should be promoted when there are 2,000 languages spoken throughout the world?

Dudley Field
Buffalo, New York

I am writing to thank you for sending me a copy of *Issues '89.* I found the information both interesting and informative, and I appreciate your sharing it with me.

Warren B. Armstrong
President, Wichita State University
Wichita, Kansas

Thanks for the copy of *Issues '89.* I found most articles thought-provoking and hope the NEA will endorse some pragmatic solutions as you lobby for change.

Don't fail to utilize the private sector if you expect to influence public opinion and effect positive changes in public education. (I speak as one who "burned out" in the public sector and started my own business.)

By all means, keep rewarding those heroic teachers!

Norris Angel
Atlanta, Georgia

All of us at the International Thespian Society found *Issues '89* to be an informative and thought-provoking piece. We commend you and your staff for your efforts and hope that this will be an ongoing project.

Kent Seidel
Coordinator, Theater Education Association

TEA provides resources, professional support, and continuing education to theater educators. You can get more information on the services it provides by writing to TEA, 3368 Central Parkway, Cincinnati, OH 45225-2392.

Your organization and your journal (*Issues '89*) have provided and continue to provide educators with an up-to-date and insightful commentary on educational challenges that we face constantly.

David Alvarez
Superintendent, Coachella (Calif.) United School District

Address correspondence to "Letters," NEA Today, 1201 16th St., N.W., Washington, DC 20036.

Debate

Should Textbooks Be Adopted At the State Level?

Kevin Clanton

Donna Abercrombie, a seventh grade language arts teacher at Statesville Junior High School, was appointed to the 14-member North Carolina State Textbook Commission in 1985 for a four-year term. As a Commission member, she's responsible for reviewing textbooks and making recommendations to the State Board of Education. Abercrombie has been teaching for 16 years.

YES

State adoption of textbooks is the best way to provide teachers and students with the best textbooks.

In North Carolina, hundreds of teachers are involved in evaluating textbooks according to state guidelines. These teachers feed their opinions to the State Textbook Commission, which makes recommendations to the State Board of Education. The Board then adopts a few series or titles in each subject area. From this adopted list, local school systems then choose for themselves.

This process of textbook selection works best because it:

► *Takes advantage of educators' expertise.* Commission members make selections based on the expert opinions of hundreds of experienced teachers, administrators, and lay people. The involvement of so many people increases the likelihood of our selecting the best books for student use. When we choose books on the state level, we can involve a lot of experts in the evaluation process—it would be foolish not to take advantage of the expertise they offer.

► *Saves valuable time.* There are so many textbooks on the market that it would be nearly impossible for one teacher, committee, or school system to review adequately all the texts available in a given subject. When North Carolina was selecting reading texts, there were 24 series to choose from. We made our social studies selections from over 200 available titles.

With state adoption, the workload is spread among hundreds of teachers across the state, making it more bearable for all. Since teachers are already so overburdened with regular duties, a little cooperation in selecting texts is well worth the effort.

► *Helps mobile students.* It's not uncommon for students to move from one school district to another in the middle of the school year. The move is difficult enough on a social level. Adapting to new texts that approach skills in a different way makes it that much harder. A familiar textbook can help ease the transition.

► *Gives teachers more influence over textbook content.* Publishers are ultimately in the business of making money. Texts adopted on the state level mean big bucks to the companies involved, and publishers listen best to their biggest customers. When texts are adopted on the state level, publishers are more willing to make the changes necessary to meet the needs of the state.

► *Saves money.* The cost of textbooks takes a large chunk out of any school budget. With the mounting costs of books, steps should be taken to slow that increase as much as possible. With statewide adoption, fewer sample texts are sent out for the selection process; this centralization holds the rising cost of the books to a minimum.

In the four years that I've served on the State Textbook Commission, I've been impressed with the efforts of publishers, community leaders, administrators, and classroom teachers to provide students with top quality textbooks.

By selecting textbooks on the state level, we can choose the best books with the least effort. We can slow galloping costs of these materials to some degree. And we can best serve students, who will surely benefit from better written, consistently chosen textbooks.

Allied Pictures

Paula Dunbar, a special education teacher in Harrisburg, Pa., has been involved in selecting textbooks on the local level. A 16-year classroom veteran, Dunbar is working on developing guidelines for teaching Pennsylvania's homeless children and for teaching all the state's children about AIDS. She's also national secretary for the National Council of Urban League Guilds.

NO

The state shouldn't have the right to choose material for our classrooms because of one basic, but important premise—our freedom of choice.

Designating textbook titles limits our ability to teach, and therefore stunts the educational growth of our students. Choices give us the opportunity to explore—and to find appropriate material.

There are 501 school districts in the state of Pennsylvania. No two are alike. Our state has rural farm communities, neatly-patterned suburbs, and bustling metropolitan areas. The thousands of students who attend schools in each of these kinds of communities come from diverse socioeconomic, religious, cultural, ethnic, and racial backgrounds—and have diverse educational needs.

I teach in an inner-city, minority community. When I sit on task forces to choose materials for Harrisburg's classrooms, I'm well aware of my audience. I know that material geared to country club kids won't hit home with my students. I know that they will relate to and identify better with material geared to their issues and their socioeconomic level.

I know what will work in my classroom because—like all teachers—I interact with my students six hours a day, 180 days a year. I think that gives me an edge in knowing how to provide for their educational needs.

It's not the state's role to make those decisions for me. No one, especially the state, should dictate the kind and variety of material allowed in my classroom—or anyone else's.

We educators take for granted that our classrooms are our sanctums. Webster defines sanctum as "a private room where one is not to be disturbed." Teachers see their sanctums as warm, friendly, exciting places where students can grow and learn.

Unfortunately, our sanctums are being increasingly disturbed by statewide mandates and floods of state-developed materials. More often than not, these intrusions make our jobs as teachers more difficult.

States can't adopt textbook titles and expect teachers to sit by docilely and not complain or disagree. After all, we're adults with college degrees, trained to make decisions and accept responsibility for how and what we teach.

It would be more appropriate—and a better use of resources—for the state to act as a partner to the classroom teacher in choosing textbooks and other teaching materials. As part of that team effort, the state can offer suggestions, issue guidelines, and advocate that teachers use the best material available.

In some cases, extraordinary circumstances might dictate adoption of certain textbook titles for all school districts. For example, the AIDS crisis affects so many people and their rights that it should be the right of everyone to be informed. In this case, the state could assemble state and school district officials, health professionals, teachers, and parents to select the best available materials for all kinds of students.

I believe there should be a professional bond between the state and its teachers that leads to mutual trust. Allowing educators to make decisions about what materials to use in their own classrooms will deepen that trust. Ultimately everyone will benefit, especially students.

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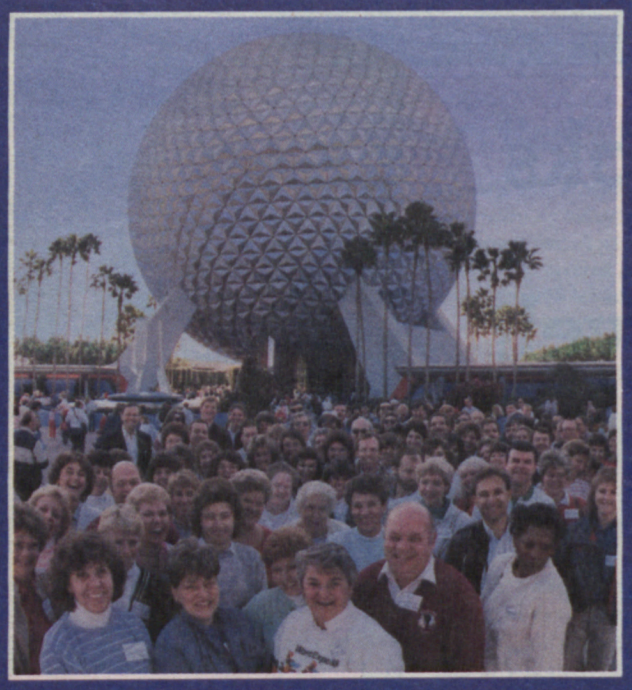

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